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EVALUATION OF THE PILOT PHASE OF THE TEEN TUTORIAL PROGRAM: A MODEL OF INTERRELATIONSHIP OF SEVENTH GRADERS, KINDERGARTEN PUPILS AND PARENTS TO MEET THE DEVELOPMENTAL NEEDS OF DISADVANTAGED CHILDREN, JANUARY 1, 1967 TO AUGUST 31, 1967.

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Reported is an evaluation of a pilot study carried out by the South-Western City School District (Ohio) for the design of a full-scale demonstration tutorial program, under the Elementary and Secondary Education Act, Title III. The specific aim of the program is the prevention of educational deprivation during the first five years of life. The use of teenage seventh graders with kindergarten pupils and the resulting interrelationship with parents are considered new developments toward meeting the fundamental needs of children and breaking the cycle of succeeding generations of children handicapped by educational deprivation. The report outlines the purpose, objectives, procedures, and evaluations of aspects of the study. Suggested changes for the planned programs are noted. The appendixes include comments by teachers, counselors, program administrators and teen tutors, observation reports, samples of home visit interviews, and student questionnaires. (EMB)

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EVALUATION REPORT
OF
THE PILOT PHASE
OF THE
TEEN TUTORIAL PROGRAM.

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Title III Project
Elementary and Secondary Education Act of 1965
South-Western City School District
January 1, 1967 to August 31, 1967

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INTRODUCTION

No matter how good a remedial program may be, it can only partially remedy the ill-effects of educational deprivation suffered during a child's pre-school years. Insofar as we have been able to find, there are no programs underway designed specifically to prevent educational deprivation during the critical first five years of life. To get to the root of the problem, we must reach disadvantaged teen-age youth before they become parents. This group must be educated concerning family living and how to meet the needs of early childhood if we are to break the cycle of succeeding generations of children so handicapped during their pre-school years that they are likely to become retarded in a cumulative way and eventually school drop-outs.

To be sure, there are many programs in which teen-agers help younger school-age children to the advantage of both groups. However, none of these programs was developed to teach the older disadvantaged children to meet the developmental needs of young children. It seems quite possible that while working with young children in a helping relationship, young teen-agers might well assimilate instruction in meeting the needs of young children. These teen-agers might profit from considering possible lacks in the younger children's experiences that account for their present problems.

It seemed entirely possible to devise methods and procedures which would help young children most in need of help and at the same time enable young persons soon to become adults and parents: 1) to understand and relate to children, and 2) to learn the fundamentals of human relationships and family living. Hopefully for these teen-agers the lockstep might be broken; their children might be better equipped for school life than they had been.

We owe it to both the unborn children concerned and society to test any promising means of preventing the waste of human resources that will continue until some method of prevention is developed. Therefore, the South-Western City School District applied for and obtained a Planning Grant under the Elementary and Secondary Education Act, Title III, for developing a program designed to prevent this waste. This grant was followed by a further grant to try out the program on a one-semester pilot basis before launching the full-scale Demonstration Program.

This report is concerned with the Pilot Study and ways in which it was revised in preparation for the Demonstration Program to be carried on during the academic year, 1967-68. The period covered in this report is January 1, 1967 to August 31, 1967.

SECTION I

THE PROJECT

SECTION I

THE PROJECT

A. Description of the Project

During the Title III Planning Grant period, an experimental program was developed to demonstrate a strategy for simultaneously providing each of three groups among the disadvantaged with educational programs specially designed to: (1) give young teen-agers fundamental knowledge of child development and family living; (2) furnish the young teen-agers with guided first-hand experience in working with young children in a helping relationship and, in this way, furnish assistants to work under the supervision of kindergarten teachers to provide desirable individual attention to kindergarten children; and (3) build understanding of the aims and purposes of the other two programs on the part of the parents of both the teen-agers (Teen Tutors) and the kindergarten children to enable these parents to fulfill their roles more effectively.

1. Assumptions

The assumptions on which this project is based follow: The first assumption is that the inability of educationally disadvantaged parents to provide appropriate emotional security and intellectual stimulation (and otherwise meet the developmental needs of their children) especially during the critical years (0 - age 6) has so handicapped these children that they are unable to cope with the demands of early in-school experience. Consequently, these children are unable to keep pace with their peers unless given special pre-school training (Head Start)following by other programs of remediation. These remedial programs can never compensate for the inability to develop to their full potential during the pre-school years and for the continued lack of guidance from parents.

A second assumption is that the inability to meet the developmental needs of children which permanently handicaps the progress of the affected children in school, while most widespread among that portion of the population identified as educationally disadvantaged, is not confined to that segment of the population but extends in varying degrees to all segments of the population.

A third assumption is that parents and other adults responsible for the rearing of children must have a basic working knowledge of human development with special emphasis on meeting the needs of children during the critical formative years from birth to age six. In order to comprehend the developmental needs of children, these adults must have a broad understanding of the child; how his learning occurs; how he grows and interacts with his environment. Before persons reach the stage of becoming parents, they must become conversant with the basic concepts of child development and have opportunity to relate these concepts to situations involving children of various age levels.

A fourth assumption is that the teen-agers need a healty concept of personal and family development for their own fulfillment as well as preparation for their future role as parents.

A fifth assumption is that the education necessary to equip individuals for their future roles as parents, or parent substitutes, must be provided as a regular part of their public school education even as are other aspects of education deemed necessary for both individual development and the common good. To be most effective, such education must be provided at an age (1) when students are interested in human growth and development, (2) before they reach the age that work-study programs and the like are introduced into their schedules, and (3) before they reach the age when dropouts are frequent.

A sixth assumption is that learning is more rapid, more meaningful and more lasting when information is presented concurrent with the opportunity to put it into practice.

A seventh assumption is that the young teen-agers engaged in a specially designed program of child development and family living can contribute significantly to the kindergarten program by serving as supervised assistants.

An eighth assumption is that the participation of the seventh graders in the kindergarten program will promote more rapid socialization of the kindergarten children, especially in language development and creativity.

2. Purposes

Most proposals for assisting the disadvantaged are directed toward the current generation and do little to break the cycle of succeeding generations handicapped because the adults responsible for rearing them do not know enough about human development to meet the needs of their children. While it is necessary to provide remediation, such effort can compensate only partially for the loss suffered earlier. We owe it both to the unborn individuals directly concerned and to society to try out measures which give some promise of preventing this waste of human resources.

The main purpose of this project is to create and demonstrate a strategy that simultaneously provides for meeting the needs of the present generation of disadvantaged, and at the same time provides young teen-agers before they become adults and parents with an understanding of personal and family development and with tutorial experience at the kindergarten level. Hopefully for these teen-agers the lock-step may be broken; their children may be better equipped for school life than they themselves were. The specific purposes of the project are:

a. To provide a course in human relations and family living that will develop thoughtful and knowledgeable young teen-agers who view meeting the developmental needs of children and family living as important aspects of adult life.

b. To provide additional staff and change the curriculum of some groups of seventh graders to permit them to participate in the experimental program.

c. To provide additional staff and change in the kindergarten program in specified elementary schools to permit these kindergartens to participate in the experimental program.

d. To provide increased services of specialists in discovering and assessing the needs of pupils and planning educational opportunities which are appropriate for the pupils' social, emotional, and physiological needs.

e. To provide a sufficient quantity and variety of learning materials appropriate for use in kindergarten to enable the Teen Tutors (seventh graders) to become familiar with a wide variety of learning materials and learn to use them effectively when participating as tutors in the kindergarten classrooms.

f. To provide a program of parent education for both the parents of Teen Tutors involved in the project and the parents of kindergarten children involved in the project.

g. To provide the pilot program for further evaluation of the planning (Phase 1) of the project and improve the program before launching it full scale.

h. To provide an opportunity for teachers, student teachers and other interested persons to observe the program when it is in full scale operation.

i. To provide effective dissemination of information about the program.

j. To provide instrumentation for comparing the Teen Tutors with comparable groups who have not been offered the course content nor the experience of working with kindergarten children.

k. To provide opportunity to compare results of the Teen Tutorial Program when carried on with educationally disadvantaged students and when carried on with educationally advantaged students.

SECTION II

THE EXPERIMENTAL SITUATION

SECTION II

THE EXPERIMENTAL SITUATION

Physical Environment

The Schools - The particular area served by this project is the Finland Junior High School District which includes Finland Elementary School. A number of the students attending these schools are disadvantaged. Measured by P.L. 89-10-Elementary Secondary Education Act of 1960, just slightly more than half of the seventh graders enrolled in Finland Junior High are considered underprivileged. Such a large proportion of the pupils enrolled in Finland Elementary School qualify for the Head Start Program that a year-round Head Start Center was established in this building. Since both of these schools have such a high percentage of disadvantaged, the schools were selected as a center for the Teen Tutorial Program.

The school community has few local cultural and educational facilities. Chief among them is the Grove City Public Library about three miles distant. However, the school is located about twenty minutes' drive from downtown Columbus, Ohio, a city of 559,589 population.

The two schools are both attractive, comparatively new, well-equipped modern structures separated by some 200 yards consisting of lawn and a large parking lot. Stone quarries and related industries are located nearby. The population of the elementary school was 341 and of the junior high, 820. The population is predominately white; less than four per cent of the population are Negro. Most of the junior high students and many of the elementary students are transported by bus.

Space Facilities - Space allocated for the project in the junior high school included an office and one classroom. The elementary school was crowded. The project had the kindergarten classroom and the school library which was cleared for their exclusive use during certain periods of the day. The library was re-arranged so that part of it served as combination teacher's office and project materials center, and part of it served as the meeting room for Teen Tutorial activities. Other spaces in the elementary school that were shared by the project and other groups alike included the gymnasium, storage rooms, the teachers' meeting room and small meeting rooms opening off the library.

The Professional Staff

This project has a full-time supervisor, a member of the South-Western City School System; a part-time supervisor, an associate professor of The Ohio State University's School of Education and four teachers from the District. Others serving the project include an evaluator and three consultants (employed on a daily basis) all of whom are faculty members of The Ohio State University.

Selection of the Professional Staff

The South-Western City Schools issue to all professional personnel a listing of project positions to be filled and accept applications. Insofar as possible, positions are filled from among these applicants.

Harold Hayden, selected as full-time project director, came to the project with a background of considerable experience as teacher and then elementary school principal. However, the project failed to meet either his personal or his professional needs. He lost interest and gave notice that he would resign at the end of the contract period. Mr. Gene Telego, a cadet principal with an excellent record as a junior high school teacher followed by an equally good record as a school counselor, was interested and challenged by the project and its potentialities. During the summer, Mr. Telego was under contract as principal of the South-Western summer school. Since the school was on half-day session, Mr. Telego was able to join the project staff frequently to participate in planning for the Demonstration Program scheduled to begin in September when he would take over supervision of the project.

As its part-time director, I am happy to report that Mr. Telego has won the respect and confidence of everyone associated with the project. He is giving excellent leadership to the next phase of the project, the Demonstration Program.

The Teaching Staff

The preparation of teachers for participation in the project as well as the preparation of materials for their guidance was a major feature of the work undertaken during the Planning Grant Period. Project directors and consultants hoped that at least part of the teachers allocated for this period would be available if funds were granted for the pilot study. Unfortunately, a semester's time elapsed before the school system could be notified regarding project funding. During this period, the teachers in question were given other important assignments. Even the teacher of home economics who had been a most enthusiastic and knowledgeable member of the planning team, could not be released. Selection of teachers for the pilot study was made from those who applied in late December after the grant was awarded. When the positions were filled, there remained but a three-week period in which to help teachers acquire the necessary background and organize themselves into a teaching team. The Pilot Study was scheduled to begin February 3, the opening date of the second semester.

This four-member team was composed of the kindergarten teacher already employed at Finland Elementary School and another experienced kindergarten teacher, a young woman returning to teaching following leave of absence for the birth of her first child. The teacher with a home economics background had been teaching fourth grade at Finland Elementary School. The social worker to serve on the team was a December 1967 graduate of the School of Social Work at The Ohio State University.

Consultants

The consultants and the disciplines that they brought to bear on the project follow:

Dr. Collins W. Burnett, Professor of Education. He also has held a professorship in psychology.
Dr. Marie Dirks, Professor of Home Economics.

Mrs. Wilametta Sisson, Associate Professor of Social Work.

Evaluator

Dr. Jay Lowe, Assistant Professor of Sociology.

The Subjects Involved in the Study

The Grade Levels Involved - The experimental course was placed at the seventh grade level for the following reasons:

(1) At this age teen-agers enjoy being associated with young children more than do those in their later teens.

(2) They show tremendous interest in themselves and how they "grew to be like that."

(3) They are not apt to be involved in either work-study programs or extracurricular activities that might compete with the program.

(4) They may gain sufficient stature, insight, and motivation from the program to want to remain in school when old enough to drop out.

(5) If they do drop out, they have had the educational program before dropping out.

The kindergarten level was selected as the young group to be helped and studied simultaneously by the seventh graders for the following reasons:

(1) Need for individual and small group attention is critical at this level if all children are to enter first grade prepared to meet expectations.

(2) This is the youngest age-level normally served by the public schools over the nation. This level would universally provide a level where seventh graders could study young children and at the same time make a contribution.

The Sample Seventh Grade Population - The following criteria were used to obtain the sample seventh grade population:

(1) The individual must qualify according to the standards used by the Office of Economic Opportunity.

(2) The individual must have an I.Q. of 80 or above as determined by the California Test of Mental Maturity, administered during his sixth grade year.

(3) The individual must be free of any known severe emotional or physical handicap as determined from teacher interviews and records and reports on file in the individual's cumulative record folder.

The Experimental Seventh Grade Subjects - From among the school's seventh graders, 98 qualified as the sample. From this sample, 40 were selected as the experimental subjects. The procedure for selecting the subjects follows:

> The program was described to all seventh graders who were told that only 40, 20 boys and 20 girls, could be accepted. All were permitted to volunteer. Selection was then made from among the volunteers who had previously been identified as the sample. Screening procedures used were these:

(1) There should be approximately an equal number of boys and girls;

(2) there should be heterogeneity on I.Q. so as to get a possible indication of the various effects of the program on persons with different I.Q.'s;

(3) there should be homogeneity on underachievers who have ability, the idea being that the difficult lower-income syndrome or the disadvantaged syndrome is that of underachievers, and also that the program could do little academically and self-conceptwise for an overachiever;

(4) there should be heterogeneity of race insofar as possible.

SECTION III

PROCEDURES

SECTION III

PROCEDURES

Organization of the Program

A team of four teachers was responsible for conducting the program which involved 40 seventh graders, two kindergarten classes and the parents of both age groups. One member of the team, a teacher of home economics, had major responsibility for the seventh graders. The two kindergarten teachers on the team each had major responsibility for one kindergarten class. The fourth member of the team, a social worker, had major responsibility for the parent education program and the involvement of community agencies in the education of both seventh graders and parents. Every one of the four team teachers had some responsibilities in connection with every aspect of the program.

The 40 seventh graders were the target group in the experimental program. These young teen-agers, 20 boys and 20 girls to be known as Teen Tutors, met in two sections each of which enrolled approximately the same number of each sex. The class met daily for a two hour period. A part of the experimental treatment for these young teen-agers was learning about the developmental needs of young children and how to meet them by working with kindergarten children in a helping relationship. One section met in the forenoon and worked with the morning kindergarten class, the other section met in the afternoon and worked with the afternoon kindergarten class. All tutorial participation was planned, prepared for and conducted under supervision.

The schedule for the two-hour class period was flexible. Ordinarily each section assembled in their junior high school classroom for a 20-40 minute period of discussion and planning. Then they went to their quarters in the elementary building where they engaged in sub-groups and individual activities which included gathering information, observing in the kindergarten classroom, tutorial participation, planning and preparing for tutorial participation.

Credits, Grades and Reports

Credit - The substitution of a new course for traditional courses always raises the problem of academic credits required for high school graduation. When the experimental program was planned, the South-Western City Schools presented it to the State Department of Education. There it was reviewed and accepted.

Grades and Reports - The South-Western City Schools issue reports to parents at six-week intervals. The report cards of Teen Tutors carried the course "Teen Tutorial Program" and grades were given as in other courses. In addition, a letter was sent to parents at each six-week report period.

During 1967-68 the Teen Tutors are to be involved extensively in self-evaluation. Before letters are written, the teacher of home economics will have a private individual conference with each tutor. Together they will discuss his strengths, his weaknesses, specific ways in which he might improve and a statement that fairly describes both where he is at present and what he expects to do about the matter.

To furnish standards for indicating rate and direction of change on the part of Teen Tutors, a system of grades will be used as a part of the teacher's records to supplement the reports issued to parents.

Team Teaching

When the Planning Project was terminated, the team teachers who had participated were both knowledgeable and enthusiastic about the program which they had so ably helped to develop. Therefore, the part-time supervisor and the consultants who had all worked with them felt thwarted when not one of these teachers was assigned to the pilot study. The project seemed threatened for there was but a three-week period in which to help the appointed team teachers to prepare for their new assignment.

However, the situation was recognized and accepted as a challenge. If, in so short a period, these teachers could obtain an orientation that enabled them to carry forward the pilot program with effectiveness, this would give credence to the proposition that the success of the program is not contingent on use of a highly skilled staff that has experienced a long period of orientation and team planning.

Both the central administration and the schools directly involved gave the project staff heart-warming support. Mr. John Bott, the assistant superintendent in charge of instruction, revised his busy schedule to make possible giving personal attention to meeting the immediate needs of the project staff. Mrs. Lois Hovermale, the principal of Finland Elementary School was most considerate. For example, she permitted a substitute teacher to take over both kindergarten groups to free both kindergarten teachers to give full time to the orientation and planning. Mr. Charles Gilbert, the principal of Finland Junior High School, assigned the two junior high school counselors to join him in helping project staff members with the identification and scheduling of the experimental seventh grade subjects. The other teachers in both schools were so friendly that the project staff felt comfortably at home. The custodians in the elementary school added to the at-home feeling by coming around periodically to inquire what more they might do to help.

During the orientation-preparation period the project staff and consultants worked much as the team teachers would operate later, that is, as a group only when the nature of the task at hand could be best served by group discussion and planning. Otherwise, small task forces were organized to accomplish particular goals. This procedure established a pattern for effective utilization of the special competencies of consultants, supervisors and teachers. All of us associated with the team teachers during this period were favorably impressed with the way these teachers worked to prepare themselves and their classroom to welcome the Teen Tutors on the opening date.

The teachers scheduled themselves to meet daily to share information, to plan and to work out the details of the schedule for the following day. Because the schedule involves several sub-groups and varies from day to day, it is posted for reminder and reference.

Research indicates that sub-groups of no more than five individuals is the best size for committee or task-force work groups, therefore sub-groups are seldom composed of more than five or six Teen Tutors. Study of the daily schedule included on page 13 shows the way sub-groups were handled on a particular day. The schedule on page 14 represents a day when the group did not break up into sub-groups. Because a study trip usually required the full two-hour period, no other activity is planned for a "trip day". Copies of the daily schedule are filed for reference.

During this past summer, the teachers reviewed the aims and purposes of the program along with the results of the evaluation and developed curricular "units" to provide better coverage of the following:

1) the planning and preparation on the part of the kindergarten teacher that enables her to carry out what appear to be simple activities;

2) the importance of first-hand experiences for young children, involving the use of all five senses and use of audio-visual materials;

3) resources of the community and how to use them;

4) the interdependency of people - individuals, groups, organizations, and nations in today's social order;

5) consumer literacy and money management; and

6) the physiology of the body and the interdependency of its systems.

Schedule-Teen Tutorial Program   Date, Friday________________

Student	Module 1	2	3	4	5	6
1	Introduce and View "Personality Iceberg"	Discuss and outline how our personality works	Work with individual kindergarten children	Evaluation of work with kindergartners	Individual projects and planning	Make charts of personal assets
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12			Prepare to present a song and dance to kindergarten		Obtain information from books, filmstrips, charts	
13						
14			Work on individual projects and planning			
15						
16					Observe a kindergarten	
17						
18						
19						
20						

Schedule-Teen Tutorial Program

Date Friday,______________

Student	8:25 - 8:55	9:00 - 9:15	9:15 - 9:45	9:45 - 10:30
1.	Role playing of situations involving teens and parents	Each tutor works with "his" kindergartner	Each tutor prepares an anecdotal record of the week. He plans for his next session with "his" kindergartner	View and discuss the film, Parents Are People, Too
2.				
3.				
4.				
19.				
20.				

Activities Engaged in During the Summer of 1967

During the summer the project staff and consultants worked as a group part of the time. More often they worked in small task-force groups which met as a full-staff group only long enough to report progress and plan further activities.

Activities included planning the utilization of the space allocated to the project for the 1967-1968 year and the remodeling to provide adequate work areas and provision for visitors. Teachers ordered and developed materials of instruction. Materials ordered included preparing or having prepared wall charts and 2" x 2" slides simplified and adapted from sources too difficult for the Teen Tutors to use, some commercially marketed visuals and materials to help Teen Tutors create materials for use in their own class instruction or for use in their work with kindergarten children.

Among the materials developed for use with the Teen Tutors were the following:

a) a collection of songs, fingerplays and poems
b) a checklist to be discussed and used as a means of focusing the observations of the teens and helping them to recognize and record change on the part of kindergartners. Also, this checklist will be used as a basis for developing with the teens a comparable listing to be used as a self-rating device.
c) a revision of the Handbook
d) Overhead transparencies

From the beginning the supervisors and the consultants aimed to provide the climate and support that would encourage team teachers to discuss freely their problems, their doubts and their disillusionments along with their successes and their moments of elation. They hoped to communicate to these teachers not only that problems were to be expected but also that the problems encountered were a matter of common concern. Teachers were encouraged to feel free to bring up a problem for group consideration or to turn to any one of these persons for help. Lines of communication were always open. Everyone was given a complete listing of telephone numbers and addresses.

The team teachers responded with refreshing frankness and thoughtful presentation of problems. Therefore, it was not surprising that they requested that time be given during the summer to helping them gain a better understanding of the teen-ager, especially the underprivileged teen-ager, and how best to help him to self-understanding and responsible citizenship.

The teachers were furnished with references which were read and discussed by the staff. Among the persons who met with the staff and consultants were the following: Dr. Paul C Hayes, Superintendent of South-Western City Schools; Mr. Jack Bott, Assistant Superintendent; Dr. Thelma Schoonover, Professor of Psychology, Capital University, Columbus, Ohio.

One of the major concerns of the team teachers was that of helping young teen-agers to develop the self-discipline required for responsible participation in group and individual activities. Especially, when even the least responsible among them usually rose to the occasion and acted responsibly while conducting his tutorial responsibilities.

As a result of this study and consultation the following changes are to be made:

1) Teen Tutors will be actively involved in all aspects of curriculum and classroom planning. They will participate in setting up goals, developing standards and making evaluations. For example, the teenagers will participate in developing the expectation of a tutorial observer in the kindergarten room; what is expected of a Teen Tutor in class discussion. They will help develop self-rating check lists and they will have individual conferences about their problems. Before each report period they will discuss individually with the teacher what seems a fair way of reporting their efforts and achievements.

2) To foster self-discipline students will learn the technique of self-isolation for anyone who cannot act as a responsible member of a group. Self-isolation will be presented 1) as a means of helping the individual arrive at self-control, and 2) as a means of protecting the rights of others to work without his distracting influence.

3) To foster self-discipline and a positive self-image, parents will be contacted by phone or by written note to let them know when their teen-ager has performed exceptionally well or made exceptional effort. Teachers will find positive actions and accomplishments to report on every member of the group. Too often both students and parents find that the school gives more attention to the negative than to the positive.

Teen Tutor Activities in the Kindergarten Classrooms

Observation - Teen Tutors observed in groups of no more than five or six. Before initial observations, they had discussed responsible observer behavior from the standpoint of both the kindergarten program and the Teen Tutor's own learning experience. Observations were not consistently carried on after Teen Tutors began extensive participation. In retrospect the teachers recognized that had observations been continued over a far longer period of time, Teen Tutors would have had greater opportunity to observe kindergartners interacting among themselves and with the teachers.

The teachers plan to continue some observation for a much longer period of time during the 1967-1968 year-long program. By so doing they hope to draw from the teen-agers questions and hypotheses resulting from observations and to relate them to information obtained from various media.

Tutorial Service Activities - All tutorial activities were planned with a member of the teacher team and conducted under the supervision of a kindergarten teacher after the student had shown that he had made adequate preparation. Following participation, a kindergarten teacher discussed with tutors how their handling of a situation had been effective or ineffective and possible alternate approaches.

Usually not more than five Teen Tutors work in the kindergarten at a time. However, there are occasions on which tutors and kindergartners are paired and each tutor works with "his" kindergartner as a most efficient way to help.

Typical situations in which the paired relationship is effective are those connected with mastery of a process or technique, i.e., how to hold a pencil, use scissors for cutting, or group objects for developing number concepts. In such situations the tutor "stands by" to see that the teacher's instructions are understood or to provide individual practice at whatever level "his" kindergartner can understand and operate.

The teachers sought to maximize the benefit of the working relationship to both the teen-agers and the kindergartners by giving consideration to the particular needs of individuals in both groups. Some ways in which this was done follow: 1) by helping the teen-agers to capitalize on their special competencies; 2) by helping the teen-agers to recognize and work at meeting the special needs of particular kindergartners, and 3) by helping teen-agers to combine improving their own skills while helping kindergartners. An example of this third way is having the tutor who is a poor reader perfect reading a story aloud so that he and "his" kindergartner may enjoy it together. Perfecting his reading aloud when done with the aid of a tape recorder usually gives the teen-ager a feeling of accomplishment.

Other Teen Tutor Activities

Teacher-Pupil Planning - Plans which involved everyone were made as a group. Plans which involved members of a sub-group (i.e. those involved in producing a play for kindergartners) or individuals only were thought through and discussed with one of the team teachers. Some members of the group learned to do considerable independent planning with effectiveness while a few continued to require teacher guidance and prodding to assure accomplishment.

For many of these students extensive involvement in planning their own course of action was a new experience. Some were long-time underachievers who had a defeatist or "don't-care" attitude. As teachers considered the problems encountered in getting some of these students to assume responsibility for planning, they concluded that they had started out by giving some of these students more responsibility than they were ready to take. During the coming year the teachers are making further study of ways to best help each student consistently take on as much responsibility as he is able and maximize satisfaction in accomplishment. Films, filmstrips, recordings both disc and tape, overhead transparencies, study trips, resource persons, classroom observations and a variety of other materials were used as sources of information. The Teen Tutors learned to operate the equipment necessary for using the various media and, therefore, were able to use the several media for individual as well as group learning.

Reporting to the Group - Much reporting was done through group discussion. However, students found that reports were more interesting and better understood when accompanied by charts, pictures, a tape recording and so forth. Frequently they prepared materials to make their reports more meaningful.

Preparation for Tutorial Activities - Literature for kindergarten children was new to a number of these teen-agers for they came from homes where books were not a part of their pre-school home experience and kindergarten had not been part of their schooling. Early in the term, especially, many books for young children were withdrawn by tutors for overnight use. Becoming acquainted with children's literature was an enjoyable experience for most of the teens and especially gratifying to the poor readers among them. Rehearsal was a major activity. Before reading a book, showing a filmstrip or presenting a recording, the tutors rehearsed, frequently with one or more teens acting as critics. A teen rehearsed until he could give a good presentation. For some the amount of rehearsal required was minimal. A closely related activity was assembling everything needed for an experiment and practicing the experiment.

Teens learned finger painting, finger play activities, games and songs to use with "their" kindergartners. Also, they mastered some activities to provide remedial help to particular children.

Other Activities - Tutors were involved in record keeping (i.e. books read, jobs accomplished) making evaluations of their efforts and achievements, and participating in some vigorous activity either in the gymnasium or out of doors.

The Experimental Kindergarten Classes

The experimental kindergarten classes consisted of two groups; a morning kindergarten consisting of 23 children and an afternoon group made up of 21 boys and girls. Each kindergarten teacher was the principal teacher for one group and the helping teacher for the other group and for Teen Tutors. This arrangement made it possible for each kindergarten teacher to plan directly with tutors who would serve her class and to follow-up their participation with evaluation.

It was the considered judgment of the teacher who has taught both kindergarten groups during the first semester that there were no evidence of strain, over-stimulation, over-dependency or other ill effects traceable to the introduction of tutorial assistants during the second semester. Also this was the judgment of both the other kindergarten teacher and the school principal. Further, parents of kindergartners reported no indications of any adverse effects. As a matter of fact, the parents of kindergarten children gave the tutorial program their hearty support. They reported that their children looked forward to "working with the big kids", and often gave accounts of individual help they had received.

The teachers reported that some kindergarten children had their favorites among the tutorial assistants. However, they never showed any reluctance to work with any of the tutors; they accepted any Teen Tutor in a helping relationship.

Parent Education

Parent education has involved two groups, parents of the Teen Tutors and parents of the two classes of kindergarten children. The program consisted principally of interviews held with parents and meetings held at the school in the evening.

The interviews with parents of Teen Tutors were conducted by the social worker who visited each home at the beginning of the term and again at the close of the year. The form used for this interview is reproduced on pages A-25,26, & 27. Each of the kindergarten teachers conducted her own interviews in order to learn to know the parents and the home environment of her pupils.

When the teachers conducted the interviews, the tutorial program was explained. Parents were urged to attend meetings; they were asked what they would like to have discussed. Further, they were assured that Teen Tutors would be employed to care for any young children whom the parents might bring with them. Also parents were told that if they would notify the interviewer any time that transportation was a problem, she would help arrange to have someone call for them.

Parents were not very ready to suggest topics of interest. Therefore, the project staff arranged meetings centered around topics closely connected with the tutorial program. Some meetings were scheduled separately for parents of the two age groups and some were scheduled to include both groups. Films, i.e., those dealing with typical behavior of the five-year-old were viewed and discussed, speakers were brought in and the series of meetings culminated with a basket picnic. For entertainment following the picnic, one of the consultants to the project showed and discussed slides of Mexico as one effort to acquaint parents with a different culture. He and his wife brought and displayed a number of interesting items collected in Mexico. Everyone enjoyed this evening together.

One of the most popular meetings and one in which parents participated freely was a meeting at which Dr. Robert Kaplan of the Department of Physical Education, The Ohio State University was brought in to discuss sex education.

The social hour following the meeting was always popular. Often a few parents lingered far beyond the expected closing time. On the whole attendance by parents of both age groups was disappointing even though rated above-average by other schools in the district. (For more detailed information see Appendix E, Part I, p. A-14 and Part II, p. A-15).

During the summer when plans for the coming year-long program were being made, the staff decided to introduce some further measures to get greater parent involvement. These measures include:

a) Inviting parents to view scheduled films, along with their teen-age children, after which parents would adjourn to a meeting room and discuss the film over coffee. A teacher would be present to lead discussion.

b) Involving parents in arranging meetings, in helping to make transportation arrangements and in serving refreshments.

c) Sending short notes or telephoning parents to report instances in which a child has performed well, shown exceptional thoughtfulness and so on.

d) Helping interested parents to arrange small group meetings in some of their homes. This might be groups of non-working mothers who meet during the day or groups of parents who meet in the evening.

e) Trying to get each parent who attends a meeting to bring another with him to the next meeting.

f) A symposium on social agencies that serve the community.

g) Establishing a parent education library composed principally of selected paperback books.

The Consultants

The consultants to the project won ready recognition as interested and able individuals anxious to provide whatever help they could. They have visited the operation frequently enough to be able to discuss each team teacher's role knowledgeably and to help teacher's evaluate their approaches to the experimental treatment.

The consultants met frequently with the project staff to consider matters of policy, procedures and methodology both at intervals during the pilot study and this past summer when the experimental treatment was being revised in preparation for the year-long program. In addition to their commitments to staff meetings and advisory committee meetings, the consultants have voluntarily attended parent meetings and visited non-public schools in the district. A further service performed by the consultants has been the critical reading of project proposals and reports.

The Advisory Committee

The Advisory Committee is made up of persons from the school system's central administration, a representative of non-public schools, the principals of both schools involved in the project, the project staff, evaluator and consultants. Persons from the central administration include the assistant superintendent in charge of instruction, the elementary school supervisor, and the kindergarten supervisor.

The non-public schools were represented by the principal of one of the parochial schools in the district. At times she brought another principal with her.

At its first meeting, the advisory committee heard team teachers explain the operation of the pilot study and raised questions. Committee members were encouraged to visit to learn about the program first-hand.

At subsequent meetings the evaluation program, the parent education program, dissemination of information, and so on were matters of consideration. At one meeting this committee considered the request for funds for operation of the demonstration program.

While it was possible to schedule this group for regular monthly meetings during the academic year, it was impossible to bring together at one time more than the staff, consultants and assistant superintendent during the summer.

Members of this committee were given opportunity to join the staff and consultants in a one-day work shop to learn production of overhead transparencies. Perhaps because this was a Saturday session, few members participated. Members of the committee were all invited to a meeting during the last week of August when the psychologist from Capital University met with the group.

Plans for the Demonstration Program period include adding to the committee the two junior high school counselors who will be involved in the program during this coming year. Plans include continuing to extend invitations to members of the committee for all special meetings and activities connected with the program.

Use of Community Agencies

Community agencies were used extensively during the pilot study. Because utilization of these resources can be so clearly presented in outline form, that form is employed here.

A. The Agencies are Grouped by Categories

1) Intra-System, South-Western City School District

a) The counselors of the Teen Tutors' junior high school discussed with the tutorial class groups both the role of school counselors and personality development.

b) A school psychologist met with the class groups to demonstrate and discuss problems of visual perception.

c) A junior high school teacher of biological science met with the groups for a discussion of sex education.

d) A junior high school teacher met with the groups to discuss problems of family life.

e) A visit will be made to the district's Technical School to acquaint students with the courses available and the way the school operates.

f) "Summer Quest Program, Phase III of Project #0003, Title I" Teen Tutors will be included in this enrichment program.

2) The City of Columbus (large city in the metropolitan area)

a) "Gladden Community House" was visited, to acquaint Teen Tutors with the various services a good community house offers to residents of the neighborhood.

b) "Juvenile Bureau of the Columbus Police Department" made available a tape recorded interview for which seventh graders from the City of Columbus had asked questions about the Bureau.

c) "West Side Day Nursery Care Center" was visited by the Teen Tutors to learn about the program and to compare it with the kindergarten program at Finland Elementary School.

3) Agencies of Franklin County and the State of Ohio

a) "Franklin County Child Welfare Board"

(1) Franklin Village, the center responsible for those children who are not placed in boarding homes, is located in the Finland Elementary-Junior High district. It was visited so that Teen Tutors might learn what provision is made especially for very young children who need to be temporarily or permanently cared for by the county.

(2) A caseworker from the Child Welfare Board came to answer the Teen Tutor's questions about Franklin Village and other responsibilities of the Welfare Board.

b) "Franklin County Health Department"
The Teen Tutors completed a list of questions about this agency. These questions were turned over to the health commissioner who sent tape-recorded answere to the questions.

c) "Orient State Institution's School
This school was visited so that Teen Tutors might learn what provision the state makes for training very young patients.

d) "The Ohio State University"
The part-time co-director of the project, the evaluator and three consultants each representing a different discipline are all on the faculty of The Ohio State University. Faculty members representing the following disciplines participated in parent education: Health Education, Psychology and Education. Further, a member of the Sociology Department met with the Teen Tutors.

4) Non-public Schools

a) The principal of one of the district's parochial schools who is on the Advisory Committee of the Teen Tutorial Project has raised some provocative questions about the program and has acquainted teachers in other parochial schools with project developments.

b) A specially-arranged opportunity for members of the tutorial teaching team to master the production of overhead transparencies was opened to include representatives from the parochial schools and from the buildings in which the project is located.

B. Results of the Cooperation

1) In seeking the cooperation of the various agencies, it was necessary to explain the Teen Tutorial Program. Every agency expressed interest in the project. Two agencies, which worked directly with the Teen Tutors, The Child Welfare Board and The Gladden Community House, were especially interested and very much want to follow the development of the project.

2) Insofar as the Teen Tutors were concerned, they were especially interested in every one of the trips. The trip to Franklin Village had the greatest immediate impact in that since the trip several of the Teen Tutors have shown friendly concern for their classmates who come from Franklin Village.

3) The cooperative arrangement with the Ohio State University has provided the project with valuable guidance and has created considerable interest in the project in the following departments of the University: The School of Education, The School of Home Economics, The Departments of Psychology, Sociology and Social Work.

C. Additional Uses of Community Agencies Planned for the 1967-68 Program

1) Parent Education Program

a) Parents of Teen Tutors will be invited to accompany their teenagers on certain study trips to community agencies.

b) A symposium on community agencies will be held at a meeting of parents.

c) Families in need of community services will be helped to contact the proper agency.

2) The Teen Tutor Program

a) The junior high school counselors will be more extensively involved in the program.

b) Use will be made of the "task force" technique where three to five tutors will visit and study a community service in depth and report to the class.

Non-Public Schools

We have not been very successful in scheduling specially arranged in-service meetings at times when non-public school personnel find it possible to join the project staff. We shall continue to issue invitations to such meetings as long in advance of the scheduled meeting as is possible. Further, one of the consultants to the project has started visiting the non-public schools in the district both because of his interest in educational programs and because his visits might further the exchange of ideas and information between the non-public schools and the project staff.

Hopefully, when the demonstration phase is underway, non-public school teachers will visit and become thoroughly acquainted with the program. Full information about the visitation program is being furnished to the non-public schools.

Eighth Grade Student Participation in the Teen Tutorial Project

Participation - Tutorial service is to be offered on a volunteer basis to those students who participated in the pilot study carried on February - June 1967. Arrangements will be made for volunteers to substitute this activity for a given number of modules which would otherwise be a study hall assignment. Arrangements for participation will be made on an individual basis, semester at a time for serving 1) everyday at the same time, or 2) on certain days of the week at the same time.

Purposes Served - Participation at the eighth grade level offers the following to the students who were Teen Tutors during their seventh grade year:

1) Opportunity to continue to learn about meeting the developmental needs of young children through first-hand experience;

2) Opportunity to extend close relationships with young children with whom they worked closely last year. (First grades at Finland will be made up primarily of children who were kindergartners in the building last year);

3) Opportunity to perform a very real service to the community, to the school and to children enrolled in first grade in the building;

4) opportunity to demonstrate that they are able to perform tutorial services in a mature and trustworthy manner.

Tutorial services are expected to meet a very real need in the first grade classrooms. One teacher cannot give all children the individual attention required to enable each to progress at his own rate. The first grade teachers became interested in the pilot study last year and sufficiently impressed with the Teen Tutor contribution to the kindergarten program that they asked if tutorial services might be extended to first grade.

The project staff was delighted to consider the matter for they had hoped to work out some plan for giving the seventh graders who were involved in the pilot study a continuing guided relationship with young children.

Scheduling may present an insurmountable problem after volunteers have been identified; the opportunity will be offered each semester.

Dissemination of Information

The Planning Program Staff decided that dissemination of information about the project should be confined principally to the public and private schools of the district until completion of the pilot study. This plan was carried out. However, pictures were taken so that publicity arranged during the summer might include pictures to enliven and illustrate copy.

As of August 31, 1967 arrangements for dissemination of information had progressed as reported below.

Report at National Seminar on Innovation - This project was one selected for representation at Seminar B held July 9-16, 1967, in Honolulu, Hawaii. The project was represented by the part-time director who was asked to discuss it, both informally and at a session included in the program on July 12.

Documentary Film - Mr. Hubert Smith who is in charge of the filming, conducted taped interviews with members of the staff both individually and as a group, with consultants and others closely connected with the project. He sat in on much of the planning during the summer. Late in the summer he presented to the school's administrative personnel and the project directors his perception of the aims and purposes of the program and how he expected to proceed to obtain a good documentary film. His understanding of the program is excellent and the procedures as he outlined them inspired confidence and great expectations.

Mr. Smith has had overhead lights installed in classrooms to eliminate need for portable lights. These lights are joined to the regular fluorescent lights but the two lighting systems operate on independent switches. Camera men have been out to test the lighting and to check that the lights do not introduce any unusual heat factor into the classrooms. Mr. Smith expects to start cameras rolling to catch the faces of children as they arrive on the first day.

Filmstrip - There is need for a filmstrip that demonstrates teen tutorial activities to parents and educators. Arrangements have been completed with Pinn Productions, Chicago, for the production of a 50 frame filmstrip with credit frames but no text frames nor captions and the delivery of 10 finished prints. Frames will consist of pictures selected from among those taken by project staff, consultants and the school system's public relations department. The filmstrip will be accompanied by a recording. Arrangements have been made with the Recording Studio at The Ohio State University for production of the master tape in their sound-proof studio and delivery of 10 recordings.

Displays - Six folding type hook and loop display boards and shipping cases have been prepared. The boards have a display surface which lends itself to display 8 x 10" black and white glossies arranged with suitable titling and captions. One of these boards will be used at the project office; one will be used at the school's central administrative offices and others will be available for circulation. The Ohio Education Association has a beautiful building located in downtown Columbus. Representatives of the Association have indicated interest in having a display in the lobby during peak periods when many teachers and administrators are to be passing through. Contact has been made with various sub-groups and affiliates of the Ohio Education Association and consideration is being given to the matter of displays at various meetings. There is competition for space especially since commercial producers of material are willing to pay a considerable fee. However, groups have been quite receptive to the idea of allocating free space if the project makes certain that the display is set up and removed at specified times.

Publications - Both the NEA Journal and Ohio Schools have agreed to give serious consideration to articles which are now being prepared.

Handouts - The Public Relations Office of the South-Western City Schools prepared the layout for illustrated handouts about the project. With a cover letter, these are being sent to the presidents of Ohio colleges that have departments of education, to county and city superintendents of Ohio schools and to various state superintendents of schools. Further, these handouts are to be used in response to inquiries about the project.

News Releases - Periodically news items are released by the Office of Public Relations. To avoid errors, we are requesting that this office check with the project director before releasing information. Plans are underway to provide both morning and evening newspapers with feature stories, along with announcements of the opening of the visitation program.

The Visitation Program - During the period of this report visitors were limited to members of the schools in the district. For the Demonstration Program provision has been made for handling both individuals and groups, including college classes. That advanced registration is necessary is explained in the handouts and a simple map is included to show how to reach the school from any of several main thoroughfares. Signs have been placed in strategic places in both buildings to guide visitors. Visitors are requested to arrive a half hour in advance of the class meeting period so that the director may provide orientation for the visit and answer key questions. On occasion special arrangements will be made so that a team teacher can talk with visitors following the teen tutorial class period.

Continuing the Project without Federal Support

It is the intent of the South-Western City School District to adopt or adapt the program to whatever extent proves desirable and financially feasible. Specific plans are being delayed until the evaluation of a full year's operation of the project is available.

Results of the pilot study evaluation (See Chapter IV for a detailed report) are tentative, inconclusive but promising. That comparison of experimental and control subjects as groups failed to reveal many differences of statistical significance is not surprising when the following circumstances are considered:

a) The pilot study was of short duration and actually was terminated during the low ebb period soon after the Hawthorne Effect had worn off. When projects are very short, they may terminate while the halo effect is still a factor. When projects are of sufficient duration, there is usually a leveling off somewhere between the high point noted under the Hawthorne Effect and the low ebb reached when the effect first wears off.

b) During the pilot study the team teachers were learning both to work in a team relationship and to teach a new course. They were experimenting to find materials and techniques best suited to the situational needs.

c) Significant patterns of change are often missed when comparisons are made on group rather than individual bases. Only when both objective and subjective data are analyzed and interpreted on an individual basis will we know which students changed and the direction and extent of change.

The South-Western City School District expects to rely heavily on the evaluation data analyzed and interpreted on an individual as well as a group basis during this year's demonstration phase of the project for guidance in determining:

a) the basis for either adopting or adapting the program in the district

b) whether or not to seek foundation support for maintaining the program for demonstration purposes as a service to education.

(See also Appendix B, Part 1, p. A-3)

Evaluation

Evaluation was considered as a continuous process which involved students, parents, teachers, others directly connected with the project and staff members in the experimental schools as well as the evaluator.

The evaluator had major responsibility for identification of both experimental and control subjects. He conferred with the staff about both the selection and production of instruments for evaluation. He supervised the administration of tests, and the processing and interpretation of all evaluatory information, both objective and subjective. Also he prepared the evaluation, Section IV, which constitutes the major part of this report.

The data processing provides comparison of experimental and control subjects by groups. However, it does not provide information concerning change on the part of individual subjects.

Since the study is concerned with changing the behavior of individuals, it is necessary to find out which individuals, if any, change as a result of the experimental treatment, and the direction of the change. In preparation for the demonstration phase of the program, instruments were refined and plans were made for collecting data so that individual profiles could be prepared and analyzed.

SECTION IV

EVALUATION OF PILOT PHASE OF THE TEEN TUTORIAL PROJECT

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EVALUATION OF PILOT PHASE OF THE TEEN TUTORIAL PROJECT

INTRODUCTION TO EVALUATION

The program part of the Teen Tutorial Project was conducted from February 3rd to June 8th, 1967. It was conceived as a pilot project of only one semester to work through teaching and evaluation procedures and techniques. The evaluation results analyzed herein are, therefore, purely tentative, and any generalizations are only clues for evaluation of the demonstration phase of the project - a full year program (1967-68).

An attempt was made to select control subjects from Barrett Junior High School who would be comparable to the Finland Junior High School Teen Tutors. Four criteria were used in selecting the controls: sex, I.Q., occupation of parent(s), and relationship of the seventh grader to persons with whom he lived. No seventh grader was accepted who had problems that would hamper the kindergarten program, e.g. emotional problems, speech difficulty, etc.. I.Q. was almost matched to the point that the final Finland group's mean I.Q. was 106.35, barely different from Barrett's 106.23. On chronological age, they were less well matched, but very close with means of 12.73 and 13.04 for Finland and Barrett respectively. The post-test samples consisted of thirty-seven Teen Tutors (twenty boys and seventeen girls) and thirty-six Barrett controls (nineteen boys and seventeen girls). There were thirty-three white and four Negro subjects in the Finland sample and thirty-four white and two Negro subjects for Barrett. This comparison indicates the validity of using the data collected at Barrett as a base line or control for the effectiveness of the project for the Finland experimental subject.

A summary of each of the four major areas of objectives is presented before the detailed analysis.

SUMMARY OF EVALUATION OF FOUR MAJOR AREAS OF OBJECTIVES

Education Program for Teen Tutors

The first major objective of the program concerned educating the Teen Tutors and helping them to develop an increased understanding of themselves. As a prelude to this, the Teen Tutors were taught how to work with kindergarten children. They were taught both substantive material which they could teach as well as developmental material which they could utilize in working with the kindergartners. There was an indication from the data and comments collected that this goal was achieved. The Teen Tutors did gain an increased understanding of kindergarten-age development and activities and were capable, for the most part, of conducting activities successfully in the kindergarten setting.

A second area with which the objectives were concerned was giving the teen-agers an increased understanding of themselves by teaching them about teen-age development and social relations of teen-agers with peers, with parents, with teachers, and with younger children. The program was most successful in enabling the Teen Tutors to relate to the younger children. As a result of studying the entire process of development in human beings, working with small children, and extensive discussion of social relationships, there was the indication that a majority of the Teen Tutors did experience increased understanding of other people and how to relate to them in social settings. For some of the Teen Tutors this was an extremely gratifying experience and for all of the persons with whom they came in contact, but for others there was little or no change in some of these areas. It is interesting to note that every one of the Teen Tutors changed in some way during the program so as to better his or her social realtionship.

A third major area cutting across these objectives dealt with the increased understanding of the different kinds of problems, what could be done about these problems, and what the community resources were to aid people with these problems. Moreover, they seemed to learn that people with problems are not necessarily bad or evil or greatly different from the majority of people in society and that it is all right to get outside help when a person or a family experiences problems. There was an increased understanding of problems and ways in which to utilize community resources to resolve these problems.

The fourth and last major area cutting across the objectives pertains, in essence, to all of them. A concerted effort was made by means of constant discussion, critique, reading, presentation of information, tutoring the kindergartners, and participating in both informal and formal evaluation to cause those teen-agers with poor self-concepts to have better self-concepts, i.e., better perceptions of themselves in relation to other people, the past, and the present. Some of the Teen Tutors made marked gains in these areas. Most of them made some gains and a few experienced a slight negative change. The evidence indicates that, for the most part, the objectives of the Teen Tutor Education Program were fulfilled.

Education Program for Parents of Teen Tutors

The basic idea of the education program for the parents of the Teen Tutors was to give them an increased understanding of the school and what it seeks to accomplish, community services available to people who need them, and the perplexing teen-age years and how parents could better relate to their teen-agers. There is little doubt that the parents of the Teen Tutors did gain a more favorable impression of the school than they had previously. Only a few of the parents did not become very enthusiastic about the program and, therefore, the school. The majority of them very freely praised the school for what it was doing for their teen-agers. This was particularly important for the most disadvantaged parents, who had, because of being disadvantaged, experienced frustration through their children's experiences in the regular school program. Virtually nothing was done in the second area mentioned above to give the parents an increased knowledge of what community resources are available to people in need, primarily because of the shortness of the half-year program. It is expected that more will be done in this area in the next phase of the project. As a result of the teen-agers' being more free to talk to their parents, several parents became quite interested in learning how to improve the relationships with their children. Two programs specifically designed to help the parents better understand their children were conducted during the project. One was concerned with adolescent behavior and the presentation of the jackets, (a symbol of their achievement), to the Teen Tutors and the other program dealt with sexuality and sex education. Those parents who did participate in either or both of these programs became more aware of ways in which they could work with their teen-agers and relate better to them. Comments on the post-test evaluation would indicate that the parents were better capable of relating to their teen-age children. In general, this area of objectives was achieved, at least, according to the limitations placed on it by the short time involved and the fact that some parents did not care to participate in the parent-education programs. Some parents, nevertheless, participated in the program who did not take part in the regular school program. The program is doing the right kind of thing to help parents have an increased understanding and knowledge about their teen-agers, their community, and their school.

Education Program for Parents of Kindergartners

Approximately the same kinds of comments can be made in summary of the general area of objectives for the education program for parents of kindergartners as were made for parents of Teen Tutors, except that an attempt was made to better help the parents of the kindergartners understand the pre-school-aged children and how to better relate to them. With the single exception of one indifferent mother, every mother interviewed at the end of the program was enthusiastic about what the Teen Tutor Program had accomplished-especially as it related to her kindergarten child. They praised the Teen Tutors for the way they had worked with their children and the amiable relationship that developed between the Teen Tutors and the kindergartners. In addition to this very good beginning relationship with the school, the parents of the kindergarten children had an opportunity to learn something about their children and how to better the parent-child relationship as the child grows. A film on the developmental characteristics of the pre-school child, after which there was a very good discussion, and another program at which material on sex education was presented and discussed, were very effective in helping these parents to understand their children better. On the basis of these kinds of observations, it is concluded that the objective for the education program for parents of kindergarten children was achieved during the pilot phase of the project.

Education Program for Kindergartners

One of the most successful phases of the pilot project was that in which the teen-agers tutored the kindergarten children. This mutual tutoring situation, in which the kindergartner learned from the Teen Tutor and the Teen Tutor learned about child development and relations with others from the kindergartner, accomplished two basic objectives. First, it enabled the kindergarten child, by means of the individual attention given him by the Teen Tutor, to have experiences the ordinary classroom teacher could not give him. This was especially effective in remedial work or in accomplishing things that normally the classroom teacher would never get around to. Second, through observation and tutoring, the teen-agers were able not only to learn about child development and social relationships with younger children but also to gain insight into themselves as teen-agers. Both the subjective and objective data are indicative of the additional achievement the kindergartners gained as a result of the contact with the Teen Tutors. Some of the more shy and backward kindergartners were made to "come out" by the process of stimulation given them by the teen-agers. This "learning by doing" approach to child development was very effective for the teen-agers. It helped them to see the relevance of the material they were getting in the classroom. Even those teens who benefited least of all from the Teen Tutorial Project seemed to have some very good experiences in the kindergarten setting. Considering all facets of this area of objectives, it is concluded that the kindergarten education program with Teen Tutorial assistance was effective.

FORMAT OF EVALUATION

So that the reader may clearly and easily review the results of the pilot phase of the project, two decisions were made regarding this section. (1) The narrative portion of the evaluation is presented here; the supplementary commentaries and instruments for data collection are included in the Appendicies. References are made in the narrative evaluation to the page(s) in the Appendix section where more complete information or further documentation may be found. (2) The narrative portion is organized around the four major areas of objectives as found in the original report on pages 65 to 79.* Each objective is analyzed separately.

All of the major structured instruments for data collection that were locally developed are included in Appendix I, p. A-22 ff. While the majority of the data collected by these instruments is analyzed in the evaluation, a small portion was not utilized due to the inappropriateness of some of the data in evaluating the project objectives. As reported following the final conclusions, several changes are being reviewed by the Teaching Team, administrative personnel, and the consultants for possible revision, additions, and/or deletions. For the pilot phase the following are the major sources of data utilized in this evaluation:

(1) The California Test of Personality, developed by Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, California Test Bureau, 1953, Forms A and B of Primary and Intermediate Tests.
(2) Michigan State University Self-Concept Inventory, developed by Wilbur Brookover, et al, 1965, revised by the project evaluator.
(3) Ohio State University Youth Development Project Attitudes Scales, developed by Nason Hall and Gordon Waldo, edited by the project evaluator.
(4) An objective test covering the subject areas incorporated in the project, developed by the total project staff.
(5) Comments gleaned from non-project teachers and administrators at Finland Elementary and Junior High Schools, the project staff, and the Teen Tutors in response to a letter from the evaluator.
(6) Pre- and post-test interviews conducted by the social worker with parents of Teen Tutors and by the kindergarten teachers with parents of kindergartners.
(7) Post-test evaluations of the changes in Teen Tutors made by the Team Teachers on forms developed by the evaluator.
(8) Observation forms utilized periodically to evaluate the program activities, developed by the evaluator and co-director.
(9) The Peabody Picture Vocabulary Test, developed by Floyd M. Dunn, American Guidance Service, Inc., 1959, forms A and B used for pre- and post-tests for kindergartners.

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* "A Proposal to Create and Implement 'A Teen Tutorial Program'," August 19, 1966.

OBJECTIVES OF THE TEEN TUTOR EDUCATION PROGRAM

A1.0 Acquiring knowledge through a specially developed curriculum about the physical, social, intellectual, and emotional development of children from birth to age fifteen years.

A1.1 To the extent Objective A1.0 is achieved, the Teen Tutors should develop an increased awareness of individual differences in children.

After school was out, each of the Team Teachers was asked to fill out a check list on each child with whom she had worked during the program. The home economics teacher and the social worker each filled out a form for every Teen Tutor, and each kindergarten teacher filled out a form for each of the kindergartners in her class and the Teen Tutors with whom she worked most closely. Analysis of these forms will be referred to as the Post-Test Team Evaluations. Most of the Teen Tutors increased their awareness of the differences in individual children. A few, the teachers felt, probably had not changed, and a few had definitely increased their awareness. The objective data on five-year-old developmental characteristics show that the Teen Tutors (experimentals) had a significantly greater understanding of five-year-old developmental characteristics at both pre- and post-test times than did the controls (Table 1). While the controls increased from 6.2 to 6.6, a significant increase, the experimentals increased from 8.2 to 8.4, which approached but did not reach statistical significance. Perhaps this change was not significant because of the high score they had at the pre-test time. Given a full year to gain this knowledge, the Teen Tutors would probably have reached a level of significant change.

TABLE 1

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON FIVE-YEAR DEVELOPMENT [a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 8.19$	$\bar{X} = 8.41$	t = .7030 d.f. = 36 $p < .10$
Control	$\bar{X} = 6.22$	$\bar{X} = 6.58$	t = .8658 d.f. = 35 $p < .05$
Experimental-Control t**	t = 1.1110 d.f. = 71 $p < .025$	t = .9919 d.f. = 71 $p < .05$	

[a] See Appendix I, Part IV (12 items).
*One-tailed t-test for correlated groups
**One-tailed t-test for uncorrelated groups

This increased awareness is indicated by comments from several viewpoints. First, of one seventh-grader a teacher said, "He has absorbed knowledge concerning child development and has tried to apply it." Of another boy, the teacher said, "He has gained good insight into himself and the kindergartners."

In addition, further information was gathered from multiple choice and true-false items on individual differences in children. On these items there was a significant change from the pre- to post-test times for the experimentals, but there was no significant change for the controls (Table 2). The experimentals, however, did not know significantly more at post-test time then did the controls.

TABLE 2

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON INDIVIDUAL DIFFERENCES IN CHILDREN[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 6.81$	$\bar{X} = 7.05$	t = .9947 d.f. = 36 $p < .05$
Control	$\bar{X} = 6.56$	$\bar{X} = 6.67$	t = .3694 d.f. = 35 $p < .25$
Experimental-Control t**	t = .1570 d.f. = 71 $p < .40$	t = .2298 d.f. = 71 $p < .40$	

[a] See Appendix I, Part IV (multiple choice items 1, 6, 8, and 11; true-false items 1-8, 14, and 17).

*One-tailed t-test for correlated groups

**One-tailed t-test for uncorrelated groups

Comments on the program would indicate, nevertheless, that the Teen Tutors are gaining insight into five-year-old development. A teacher not connected with the program said, "Although I haven't directly observed what has been going on, I have heard discussions that would indicate that these boys and girls are gaining insight and understanding of growth and development." (p. A-7)

A combination of objective and subjective evaluations for this particular objective indicates that it was being met but that some people benefited from this information more than others did. (The design of evaluation does not permit an analysis of what kind of teen-ager benefited most from the program, but the Demonstration Phase is designed to do this kind of analysis.) There is no doubt that the program was working in the right direction of teaching the Teen Tutors not only the facts about developmental characteristics of young children but also how to utilize these facts in everyday life. In this sense the objective was fulfilled.

A1.2 To the extent Objective A1.0 is achieved, the Teen Tutors should evidence increased understanding of and knowledge of the importance of social relationships in the maturing process.

The Team Teachers noticed very definite changes in this area in some of the teen-agers. One Teen Tutor, it was said, "has increased greatly in empathy toward his parents and peers." One boy changed from passive and shy to exhibiting overt and aggressive social behavior. The kindergarten and teen situations, as well as the multiple choice and true-false items in this area, do not substantiate the achievement of this goal. The Teen Tutors actually had a lower mean score at post-test time than they did at the beginning. The drop in mean score on kindergarten and teen situations is significant. In each case, experimentals had a higher mean score at pre-test time than did the controls (see Tables 3,4 & 5). These three sets of items do not substantiate the achievement of this goal, but a fourth area, perhaps more clear-cut than these three, does substantiate its achievement--teen-age development (Table 6). The Teen Tutors increased from a mean score of 11.2 to 12.1 on teen-age developmental characteristics, a significant gain, whereas the controls dropped from 10.8 to 10.3, a significant loss. Since this is the most specific of the areas in the objective testing, and due to the numerous comments indicating definite understanding and change in social relations, this objective will be tentatively evaluated as having been achieved.

TABLE 3

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST G PS ON KINDERGARTEN SITUATIONS[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 6.03$	$\bar{X} = 5.03$	$t = 2.2517$ d.f. = 36 $p < .0005$
Control	$\bar{X} = 5.11$	$\bar{X} = 5.44$	$t = 1.0625$ d.f. = 35 $p < .025$
Experimental-Control t**	$t = .6708$ d.f. = 71 $p < .10$	$t = .3156$ d.f. = 71 $p < .10$	

[a] See Appendix I, Part IV (items 1-7)
*One-tailed t-test for correlated groups
**One-tailed t-test for uncorrelated groups

Relevant comments to substantiate this tentative conclusion will now be considered. Working with the kindergarten children seemed to have something of a calming effect upon the troubled teen-agers, making their self-perceptions more like those of the "average" American teen-ager. This is indicated in the comment of a Team Teacher when she said, "For some teens who have difficulty with self-control in the classroom situation, work in the kindergarten setting represents their major success in the program--they seem to become suddenly more mature, more controlled, and very effective in their work." (p. A-19) Specific comments from the final interviews with the parents of the Teen Tutors indicate positive change in social relations. (For further comments, see Appendix G.) Also on the final home interviews, parents were asked if their seventh-graders had changed

TABLE 4

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON TEEN-AGE SITUATIONS[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\overline{X} = 5.19$	$\overline{X} = 4.84$	$t = -1.3341$ d.f. = 36 $p < .01$
Control	$\overline{X} = 4.86$	$\overline{X} = 4.92$	$t = .5074$ d.f. = 35 $p < .25$
Experimental-Control t**	$t = .2633$ d.f. = 71 $p < .40$	$t = .0636$ d.f. = 71 $p > .40$	

[a] See Appendix I, Part IV (items 14-20).

*One-tailed t-test for correlated groups

**One-tailed t-test for uncorrelated groups

TABLE 5

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON SOCIAL RELATIONS IN MATURATION[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\overline{X} = 6.19$	$\overline{X} = 5.92$	$t = -.5220$ d.f. = 36 $p < .25$
Control	$\overline{X} = 6.03$	$\overline{X} = 6.44$	$t = 1.6044$ d.f. = 35 $p < .0005$
Experimental-Control t**	$t = .1101$ d.f. = 71 $p > .40$	$t = .3409$ d.f. = 71 $p < .25$	

[a] See Appendix I, Part IV (multiple choice items 2, 4, 10, and 13; true-false items 1, 2, 10-12, and 18).

*One-tailed t-test for correlated groups

**One-tailed t-test for uncorrelated groups

in their relationships and attitudes toward younger children. In every single case in which the parents cited a change, it was in a positive direction.

TABLE 6

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON TEEN-AGE DEVELOPMENT[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\overline{X} = 11.19$	$\overline{X} = 12.11$	$t = 2.3518$ d.f. = 36 $p < .0005$
Control	$\overline{X} = 10.81$	$\overline{X} = 10.28$	$t = .9183$ d.f. = 35 $p < .05$
Experimental-Control t**	$t = .1445$ d.f. = 71 $p < .40$	$t = .6708$ d.f. = 71 $p < .10$	

[a]See Appendix I, Part IV (18 items).
*One-tailed t-test for correlated groups
**One-tailed t-test for uncorrelated groups

Two related areas are attitudes toward teachers and toward school. There were only two cases in which the parents felt the child had changed negatively toward teachers and only one case of a negative reaction to school. One mother felt compelled to comment, "Now my daughter doesn't want to miss school."

In summary, the results regarding this objective are not conclusive, but they do indicate some positive change did take place in the Teen Tutors with regard to social relations.

A1.3 To the extent Objective A1.0 is achieved, the Teen Tutors should evidence increased knowledge of the effects of social and emotional deprivation on young children.

The Team Teachers indicated by their evaluations at the end of the year that most of the Teen Tutors had changed in their feelings toward people who are socially and/or emotionally deprived. Again, some achieved great success at this, and others did not change much at all. No significant comment was made by a Teen Tutor in this area. The direct test of this objective, however, does prove interesting (see Table 7). At the beginning of the program, the mean score on the items on the effects of deprivation for the Teen Tutors was slightly higher than for the controls, but there was no significant difference. At the end of the program, the controls had actually dropped, though not significantly, while the experimentals increased their mean score significantly. Moreover, there is at the end of the program a significant difference between the mean score of the Teen Tutors and that of the controls. The observations made by the teachers at the end of the year and these objective data would indicate, therefore, that the objective was being met during the program.

A1.4 To the extent Objective A1.0 is achieved, The Teen Tutors should develop a relation of self at present to the past and the future.

TABLE 7

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON EFFECTS OF DEPRIVATION ON CHILDREN[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 1.59$	$\bar{X} = 1.73$	$t = 1.0073$ d.f. = 36 $p < .05$
Control	$\bar{X} = 1.39$	$\bar{X} = 1.28$	$t = -.3786$ d.f. = 35 $p < .25$
Experimental-Control t**	$t = .4958$ d.f. = 71 $p < .25$	$t = 1.0206$ d.f. = 71 $p < .025$	

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[a] See Appendix I, Part IV (multiple choice items 3, 5, 9, and 15).
*One-tailed t-test for correlated groups
**One-tailed t-test for uncorrelated groups

The similarity between this objective and A2.0 necessitates the division of material documenting change in self. Since A2.0 is the more inclusive of the two, most of the evidence will be presented under that heading. The results evaluated from the objective test relating to this objective are rather clear-cut (see Table 8).

TABLE 8

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON SELF IN RELATION TO PAST AND FUTURE[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 4.62$	$\bar{X} = 4.51$	$t = -.2059$ d.f. = 36 $p < .40$
Control	$\bar{X} = 4.17$	$\bar{X} = 4.31$	$t = .5272$ d.f. = 35 $p < .25$
Experimental-Control t**	$t = .4072$ d.f. = 71 $p < .25$	$t = .1852$ d.f. = 71 $p < .40$	

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[a] See Appendix I, Part IV (multiple choice items 12, 14, 16, and 17;
true-false items 15, 16, and 19)
*One-tailed t-test for correlated groups
**One-tailed t-test for uncorrelated groups

There were no significant relations comparing experimental pre- and post-test mean scores on this particular set of items, nor were there for controls or comparing the experimental and control groups at pre- and post-test times. The experimentals started out with a higher mean, 4.6 compared with the controls' 4.2, which was reduced to 4.5, still higher than the 4.3 for controls at the post-test time. This set of items alone would indicate that the objective was not attained. As mentioned in previous cases, the teachers' end-of-the-year evaluations indicate that the majority of the Teen Tutors were just beginning to make significant changes at the end of the school year. The comments on one Teen Tutor were,"She began to change at the close of school." During the program one girl was becoming negative but responded positively to a frank discussion with the team member regarding her attitude. As a result, she seemed to have a better understanding of herself. The parents, too, felt that the teens had changed in this area, indicating that they had quite a bit more confidence in themselves. Though the tentative conclusion may be reached that this objective was only partially fulfilled, final judgment will be held until the evidence for Objective A2.0 is presented.

A1.5 To the extent Objective A1.0 is achieved, the Teen Tutors should gain insights into ways of coping with stress.

On the multiple choice and true-false items dealing with this objective, both the Teen Tutors and the controls showed a significant positive change during the course of the second school term. (See Table 9).

TABLE 9

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON COPING WITH STRESS[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = .81$	$\bar{X} = 1.51$	$t = 3.2573$ d.f. = 36 $p < .0005$
Control	$\bar{X} = .94$	$\bar{X} = 1.36$	$t = 1.8311$ d.f. = 35 $p < .005$
Experimental-Control t**	$t = .4667$ d.f. = 71 $p < .25$	$t = .3776$ d.f. = 71 $p < .25$	

[a] See Appendix I, Part IV (multiple choice item 7; true-false items 9 and 13).
*One-tailed t-test for correlated groups
**One-tailed t-test for uncorrelated groups

The mean change for the Teen Tutors was approximately .7, while the change for the controls was only about .4. The gains take on a little more significance if we note that the mean score for the Teen Tutors was below that of the controls at the beginning of the program and increased to a point above the controls' at the post-test time.

The subjective evaluation lends some evidence to support the greater change in the Teen Tutors compared with the controls. The program was successful, as noted by one parent when she said, "It helped my daughter to talk more freely about her problems." (p. A-20) The same kind of comment was made by some of the Team Teachers in their post-test evaluations. In the initial stages of the program, it was noted on several occasions by the Observer* that the Teen Tutors were not at ease with the kindergartners. Over a period of time, the Observer made specific notes concerning the increased ease with which the Teen Tutors handled situations. In the middle of May the Observer made an evaluation of two girls who were working with a group of kindergartners: "They seem very much at home with the kindergartners now." Moreover, during the latter part of May she made the observation that the teens were much more sophisticated in viewing films designed to help them in this area and in the application of the knowledge gained from these films in their situations with teachers, peers, and kindergartners. The result is clear-cut, then, in the sense that many of the teens were better able to cope with stress at the end of the program than they were at the beginning. Whether or not they were more capable than the controls, however, remains an open question.

A2.0 Developing an understanding of self and the use of self in relating to others.

A good self-concept is frequently lacking among children from disadvantaged families. To improve their self-concepts, indeed, would be a tremendous step toward moving them from the state of being disadvantaged. It was the indication of those even peripherally knowledgeable about the program, that something was happening to the Teen Tutors, especially the more disadvantaged ones. One junior high teacher was explicit in commenting, "Those students involved seem to have more confidence and pride in themselves. Most of them seem also to have improved very much in their dress and grooming habits--and in my opinion, it has improved their attitude toward school in turn . . . On an overall basis, I think I've seen more change personality-wise than grade-wise." (p. A-6) Another junior high teacher had some interesting observations: "In a few cases I have seen students who were previously quiet and unassuming in the classroom turn into alert and responsive students who did not mind taking over a leadership role in a class discussion . . . (p. A-6) Now, let's turn to the Teen Tutors and see their perceptions of change in self-concept. Though no one child was perceptive enough to come right out and say that his or her self-concept had changed, we get an indication of this from several cases where they said such things as this one girl did: "I think this has been one of the best years of my life." (p. A-11) Some of the students in the program, unfortunately, did not change in a positive direction. A combination of the rebellious attitude many adolescents have and bad experiences in the program resulting from lack of interest meant that some of the students may not have improved their self-images. One girl did not beat around the bush in making her feelings clear but she may have been over-reacting: "It caused me to change in one way--I got meaner." (p. A-11b) As the parents indicated on the final home interviews, the predominance of change was in a positive direction. The parents perceived positive change in the teen-agers' feelings toward themselves in fifteen cases and negative change in only one case. No change was noted for the remainder of the group.

The primary means by which this objective could be tested were the California Test of Personality (personal, social, and total adjustment scales) and the Michigan State University Self-Concept Inventory (school ability and the importance of grades scales). Data on the California Test of Personality are found in Table 10.

*Observations were made by a well-qualified retired elementary school principal referred to herein as the Observer.

TABLE 10

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY, TEST TIME, AND SEVENTH-GRADE TEST GROUPS

A.1 PRE-TEST SCORES

Personal Adjustment	Group Experimental	Group Control
67-98%	10	2
34-66%	11	11
1-33%	15	24
Total	36	37

$X^2 = 7.40$, d.f. = 2, $p < .05$

B.1 PRE-TEST SCORES

Social Adjustment	Group Experimental	Group Control
67-98%	13	6
34-66%	13	15
1-33%	11	16
Total	37	37

$X^2 = 3.65$, d.f. = 2, $p < .20$

C.1 PRE-TEST SCORES

Total Adjustment	Group Experimental	Group Control
67-98%	11	2
34-66%	14	15
1-33%	13	20
Total	38	37

$X^2 = 7.74$, d.f. = 2, $p < .05$

A.2 POST-TEST SCORES

Personal Adjustment	Group Experimental	Group Control
67-98%	4	4
34-66%	18	14
1-33%	15	18
Total	37	36

$X^2 = 0.76$, d.f. = 2, $p < .70$

B.2 POST-TEST SCORES

Social Adjustment	Group Experimental	Group Control
67-98%	8	11
34-66%	7	7
1-33%	22	18
Total	37	36

$X^2 = 0.86$, d.f. = 2, $p < .70$

C.2 POST-TEST SCORES

Total Adjustment	Group Experimental	Group Control
67-98%	6	9
34-66%	11	10
1-33%	20	17
Total	37	36

$X^2 = 0.88$, d.f. = 2, $p < .70$

TABLE 10 (cont'd.)

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY,
TEST TIME, AND SEVENTH-GRADE TEST GROUPS

A.3 EXPERIMENTAL GROUP SCORES

Personal Adjustment	Test Time Pre-Test	Test Time Post-Test
67-98%	11	4
34-66%	11	18
1-33%	15	15
Total	37	37

$X^2 = 4.96$, d.f. = 2, $p < .10$

B.3 EXPERIMENTAL GROUP SCORES

Social Adjustment	Test Time Pre-Test	Test Time Post-Test
67-98%	13	8
34-66%	13	7
1-33%	11	22
Total	37	37

$X^2 = 6.66$, d.f. = 2, $p < .05$

C.3 EXPERIMENTAL GROUP SCORES

Total Adjustment	Test Time Pre-Test	Test Time Post-Test
67-98%	11	6
34-66%	14	11
1-33%	12	20
Total	37	37

$X^2 = 3.83$, d.f. = 2, $p < .20$

A.4 CONTROL GROUP SCORES

Personal Adjustment	Test Time Pre-Test	Test Time Post-Test
67-98%	2	4
34-66%	11	14
1-33%	24	18
Total	37	36

$X^2 = 1.87$, d.f. = 2, $p < .50$

B.4 CONTROL GROUP SCORES

Social Adjustment	Test Time Pre-Test	Test Time Post-Test
67-98%	6	11
34-66%	15	7
1-33%	16	18
Total	37	36

$X^2 = 4.48$, d.f. = 2, $p < .20$

C.4 CONTROL GROUP SCORES

Total Adjustment	Test Time Pre-Test	Test Time Post-Test
67-98%	2	9
34-66%	15	10
1-33%	20	17
Total	37	36

$X^2 = 5.68$, d.f. = 2, $p < .10$

Tables 10A.1 to 10C.1 compare the experimental and control groups at the pre-test time, whereas Tables 10A.2 to 10C.2 compare them at the post-test time. Tables 10A.3 to 10C.3 are indicative of change from pre-to post-test time in the Teen Tutors, while Tables 10A.4 to 10C.4 indicate change in the controls. Looking at the first set of tables (10A.1 to 10C.1), it is noted that there is not a significant difference on social adjustment between the two groups. Even so, there is a higher percentage of experimentals in the 67-98 percentile category than of controls. This same pattern is present in personal adjustment, where the experimentals are significantly higher on personal adjustment than the controls. The combined score, total adjustment, indicates that there is a significant difference between the groups at the pre-test time. This difference is that the experimentals seem to be better adjusted overall than the control students. At the end of the program (see Tables 10A.2 to 10C.2) the picture is clear--there is no significant difference between the two groups of seventh-graders. Was there a significant change in the controls from pre- to post-test time wiping out the original difference between the two groups? Tables 10A.4 to 10C.4 would indicate a negative response to this query. This response is substantiated also in Tables 10A.3 to 10C.3 where we note that there was a significant change from pre- to post-test time in the experimentals with a drop in social adjustment. The relationships for personal and total adjustment did not indicate significant change, but an analysis of these tables shows that some of the Teen Tutors were less well adjusted at the end of the program than at the beginning. During personality change, people may go through negative change before they show positive change. This is characteristic of the stages of change noted by counsellors in clinical settings. Now, the question must be asked, "Do these statistics indicate that the Teen Tutors had a much poorer self-concept at the end of the program than they did at the beginning?" The answer to this question is, "No, not necessarily." The California Test of Personality is an indicator of the extent to which an individual is or is not well adjusted personally and socially, but it does not tap all dimensions of self. In view of this, these statistics would indicate that some of the Teen Tutors were less well adjusted at the end of the program than they were at the beginning. An interpretation of these data will be held until further evidence is presented. (See p. 43)

Data regarding the Michigan State University Self-Concept Inventory are found in Tables 11 and 12. A high mean score in these tables is indicative of a low self-concept or perception of little ability and unimportance of grades. There is no significant difference at the pre-test time between the experimental and control students. (Means are 21.7 and 20.1, respectively.) Moreover, the mean change from pre- to post-test time indicates a slight improvement in self-concept for both groups, but neither change is statistically significant. The data, however, comparing the experimentals and controls at the post-test time do indicate a significant difference between the two groups, with the experimentals having a significantly lower mean score (13.3) than the controls (21.4). Though there was considerable shifting among the Teen Tutors, some improving and some deteriorating in self-concept, the reduction of the mean score, almost 7 points, is extremely important. As a group, the Teen Tutors had a much better self-concept of school ability than they did at the beginning of the program. On the measure of self-concept regarding the importance of grades, the two groups were not comparable at the beginning of the program. The experimentals simply did not perceive grades as as important as the control group did. The control group changed little from the beginning of the school year to the end, but the direction of that change was to the position of grades being of lesser importance. In spite of this fact, the experimental subjects still did not perceive grades to be as of great importance as did the controls, but the change from pre- to post-test time (20.0 to 14.4) for the Teen Tutors is a significant change in the direction of perception of greater importance for grades. The experimentals had been induced during the course of the

TABLE 11

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON SELF-CONCEPT OF SCHOOL ABILITY[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\overline{X} = 20.14$	$\overline{X} = 13.32$	t = .0673 d.f. = 35 $p > .40$
Control	$\overline{X} = 21.72$	$\overline{X} = 21.36$	t = .3688 d.f. = 35 $p < .25$
Experimental-Control t**	t = .3140 d.f. = 71 $p < .40$	t = 1.8673 d.f. = 71 $p < .0005$	

[a] See Appendix I, Part II (items 8-15).
*One-tailed t-test for correlated groups
**One-tailed t-test for uncorrelated groups

TABLE 12

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON IMPORTANCE OF GRADES[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\overline{X} = 20.03$	$\overline{X} = 14.42$	t = 1.5664 d.f. = 35 $p < .005$
Control	$\overline{X} = 12.22$	$\overline{X} = 12.97$	t = .4572 d.f. = 35 $p < .25$
Experimental-Control t**	t = 1.9268 d.f. = 70 $p < .0005$	t = .4248 d.f. = 70 $p < .25$	

[a] See Appendix I, Part II (items 16-20).
*One-tailed t-test for correlated groups
**One-tailed t-test for uncorrelated groups

program to think of grades, an indicator of success, as being of greater importance for them than previously.

There is little doubt in the minds of the Team Teachers that most of the Teen Tutors did change in increased understanding of self and the relation of self to others. Though they perceived only slight gains in most cases, with a few making great gains and a few taking negative turns, they give one striking example of a girl who, perhaps above all other persons in the program, had the most to gain in self-confidence because of her extremely disadvantaged background. One teacher stated about her, "She made the most progress of any teen in our program." Her personality seemed to become much more pleasant as she understood more about herself and as others began to understand her and react to her more favorably. She was but one striking example of change in self during the program, but it was felt by the teachers to be an extremely important one, knowing the nature of her background. Further comments by the Team Teachers may be noted on pp. A-12 and A-18. Though it is difficult for an outsider to note in periodic visits change in self-concept in the Teen Tutors, there was some indication on the notations of the Observer that the seventh-graders became more self-confident in their ability to understand themselves and to work with other people. She did, however, feel that part of their success in tutoring was a result of understanding themselves better.

A few tentative generalizations may now be drawn. First and most important, a majority of those Teen Tutors who did experience change in self-concept during the program perceived themselves in a more favorable light, while only a few became more negative. Second, the difference between the controls and the experimentals at the beginning of the program as shown on the California Test of Personality may be accounted for by the fact that something new and different had happened to the Teen Tutors; namely, they had been selected for an experimental program, a real switch for disadvantaged children precipitating the Hawthorne Effect. This was accentuated by the fact that most of the seventh-graders wanted to be chosen for the program. Third, attitudes, beliefs, and self-concepts tend to deteriorate as children approach adolescence. Perhaps these changes were more delayed for the Teen Tutors than for the controls and, hence, did not become apparent before the end of the year. The fact that the controls were slightly older and from a more urban community would support this interpretation. Fourth, some of the Teen Tutors may have expressed their rebellious attitudes to mask the struggle within themselves which the project tried to get them to resolve. A concerted effort was made to get the teen-agers to change their self-concepts, personalities, attitudes, goals, etc. The means by which this effort was made varied from the tutoring situation to extensive reading and class discussions on personality. They may have been overreacting to keep their mixed-up feelings from being tampered with. Fifth, the program did have a significant effect on the Teen Tutors in improving their personality scores. Given another term in the program, they may have become once again more positive, as is the case in counseling. These possibilities will be examined closely during the next phase of the project in both teaching and evaluation. Until then, the tentative conclusion is reached that the program was effective in improving the self-concepts of a significant number of the Teen Tutors.

A3.0 Developing an awareness of parents as people with problems, and recognition of the parenting role as it relates to self.

"The Teen Tutor Program is very educational to teens. As teens go on to parenthood, they should know about how their children will act as they grow up. This is good for all teens." (p. A-11) These are the words of a girl who had some insight into the roles parents play and the need for parents to understand their children. As a result of the program, a somewhat critical teen-ager apparently became more understanding of parents and the kinds of situations with which parents have to cope: "It helped me in the sense that I am more close with children and when I feel left out in a family situation, I can see why . . ." (p. "A-11a)

The data on the family relations scale for the California Test of Personality (see Table 13) do not show any significant change from pre-to post-test time for either the experimental or control group. The family situations on the objective test do indicate some change (see Table 14). The experimental subjects changed from a pre-test mean of 5.0 to a post-test mean of 4.2, whereas the control subjects were more stable, beginning with a mean of 4.3 and ending with 4.1. These experimental - control comparisons, nonetheless, are not significant. Both the experimentals and controls showed a drop in mean score from pre- to post-test time. There was a significant drop in the score for the Teen Tutors, but it should be noted that even this drop to 4.2 is still slightly above that of the controls. On a true-false question regarding financial resources of the family affecting teen-agers' desires and demands, the controls had a higher mean score at the pre-test time and maintained the same score at the post-test time. (See Table 15). Though they were lower than the control group at pre-test time on this item, the Teen Tutors did make a significant increase, which may be attributed to the program. The program did help them to understand that the teen-ager should take into consideration the needs and rights of other family members as well as his own.

Further evidence of increased understanding, at least in some Teen Tutors, is gained from the final home interviews with the parents. The parents of eight of the children indicated that they felt their children were more positive toward them than previously, while only three children seemed to be more negative. Moreover, the teachers seemed to think that, as a result of their classroom discussions and individual talks with the Teen Tutors, the children did seem to have a better understanding of their parents and a greater tolerance of their problems. In reading through some of the comments extracted from the final home interviews with the parents of the Teen Tutors (See Appendix G), one notes the feeling of bettered relations between parents and children. It is hoped that more specific data regarding this area can be collected during the next phase of the project, so as to better test this particular objective. It may be said that for some of the Teen Tutors, there has developed a much better understanding of parents as people and of their need to understand children in order to be good parents.

A4.0 Developing an awareness of community services available to families and children and the responsibility for participation in the provision of services.

Considerable work was done in this area to make the teen-agers aware of the different kinds of community services that are available to those who have need of such services and that the use of such services is not shameful. Several classroom units were prepared areound this general topic. Speakers were invited to class. At other times, the class took field trips to see for themselves what kinds of services were being offered. Two series of items were included on the objective test to find out if the seventh-graders did increase in the understanding of community agencies. As noted in Table 16, both the controls and the experimentals increased in this understanding, as indicated by mean scores. Both groups made significant gains in their understanding. On a specific measure of what kinds of services the local health department offers, the experimental group increased slightly in mean score, and the control group decreased slightly (see Table 17).

TABLE 13

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY, TEST TIME, AND SEVENTH-GRADE TEST GROUPS

A.1 PRE-TEST SCORES

Family Relations	Group Experimental	 Control
67-98%	14	12
34-66%	12	10
1-33%	11	15
Total	37	37

$X^2 = 0.95$, d.f. = 2, $p < .70$

A.2 EXPERIMENTAL GROUP SCORES

Family Relations	Test Time Pre-Test	 Post-Test
67-98%	14	9
34-66%	12	11
1-33%	11	17
Total	37	37

$X^2 = 2.42$, d.f. = 2, $p < .30$

B.1 POST-TEST SCORES

Family Relations	Group Experimental	 Control
67-98%	9	12
34-66%	11	9
1-33%	17	15
Total	37	36

$X^2 = 0.74$, d.f. = 2, $p < .70$

B.2 CONTROL GROUP SCORES

Family Relations	Test Time Pre-Test	 Post-Test
67-98%	12	12
34-66%	10	9
1-33%	15	15
Total	37	36

$X^2 = 0.04$, d.f. = 2, $p < .98$

TABLE 14

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON FAMILY SITUATIONS[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 5.00$	$\bar{X} = 4.19$	$t = 2.6157$ d.f. = 36 $p < .0005$
Control	$\bar{X} = 4.36$	$\bar{X} = 4.11$	$t = -.8068$ d.f. = 35 $p < .10$
Experimental-Control t**	$t = .5519$ d.f. = 71 $p < .25$	$t = .0717$ d.f. = 71 $p > .40$	

[a] See Appendix I, Part IV (items 8-13).

*One-tailed t-test for correlated groups

**One-tailed t-test for uncorrelated groups

TABLE 15

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON AWARENESS OF PARENTS AND THEIR ROLE[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = .54$	$\bar{X} = .67$	$t = 1.1960$ d.f. = 36 $p < .025$
Control	$\bar{X} = .69$	$\bar{X} = .69$	$t = 0$ d.f. = 35 $p = 1.00$
Experimental-Control t**	$t = .8258$ d.f. = 71 $p < .10$	$t = .0952$ d.f. = 71 $p > .40$	

[a] See Appendix I, Part IV (true-false item 21).

*One-tailed t-test for correlated groups

**One-tailed t-test for uncorrelated groups

TABLE 16

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON COMMUNITY AGENCIES (GENERAL)[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 5.54$	$\bar{X} = 6.03$	$t = 1.2814$ d.f. = 36 $p < .01$
Control	$\bar{X} = 5.53$	$\bar{X} = 6.03$	$t = 1.8804$ d.f. = 35 $p < .0005$
Experimental-Control t**	$t = .0094$ d.f. = 71 $p > .40$	$t = .0005$ d.f. = 71 $p < .40$	

[a] See Appendix I, Part IV (8 items).

*One-tailed t-test for correlated groups

**One-tailed t-test for uncorrelated groups

TABLE 17

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON COMMUNITY AGENCIES (LOCAL HEALTH DEPARTMENT)[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 4.73$	$\bar{X} = 4.89$	$t = .4802$ d.f. = 36 $p < .25$
Control	$\bar{X} = 4.94$	$\bar{X} = 4.86$	$t = -.3246$ d.f. = 35 $p < .40$
Experimental-Control t**	$t = .1827$ d.f. = 71 $p < .40$	$t = .0257$ d.f. = 71 $p > .40$	

[a] See Appendix I, Part IV (6 items).

*One-tailed t-test for correlated groups

**One-tailed t-test for uncorrelated groups.

Both groups dropped in mean score on some true-false items on community services (see Table 18), but only the control group dropped significantly. Some interpretation is appropriate at this point. People in an inner-city area, where Barrett Junior high School (the control group) is located, generally tend to be more aware of what kinds of community services are available to them than those who live in a somewhat suburban or village-type community, such as the area in which Finland Junior High School (the experimental group) is located. It may well be that, without the program, the Teen Tutors would not have increased their knowledge as greatly as they did. A comparison of the experimentals and the controls at this point may be somewhat spurious, and this latter point of interpretation is considered to be more accurate than saying that both groups learned about community agencies during the course for the term. On several occasions, when the Observer happened to be present at preparations for, or a discussion of, field trips and question-answer sessions following talks by social agency workers, she noted by the kinds of questions the Teen Tutors asked and by the reactions they exhibited that they had a better understanding of what the community services actually did, what services were available, and, most importantly, that people who have need of these services are not necessarily "odd balls" but simply people who need help. This latter point is particularly important for helping children from disadvantaged backgrounds. Frequently, they either do not know about such programs or feel they are only for people drastically different from themselves. Consequently, these people do not use many community services. To make them more aware of these agencies, then, and to give them a more favorable attitude toward their use is a significant step toward obtaining this objective.

TABLE 18

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON AWARENESS OF COMMUNITY SERVICES[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = 7.57$	$\bar{X} = 7.14$	t = -1.3532 d.f. = 36 $p < .01$
Control	$\bar{X} = 7.03$	$\bar{X} = 6.83$	t = -.6935 d.f. = 35 $p < .10$
Experimental-Control t**	t = .3026 d.f. = 71 $p < .40$	t = .1737 d.f. = 71 $p < .40$	

[a] See Appendix I, Part IV (true-false items 22-30).

*One-tailed t-test for correlated groups

**One-tailed t-test for uncorrelated groups

A5.0 Increasing his ability to communicate verbally and non-verbally with pre-school children, with peers, and with adults through demonstration, observation, speaking, listening, reading, and writing.

A5.1 A demonstrable increase in verbal communications with pre-school children, peers, and adults.

A5.2 A demonstrable increase in non-verbal communications with pre-school children, peers, and adults.

During the term, the Observer noticed an increased ability on the part of the Teen Tutors to communicate with one another, with their teachers, and with the kindergarten children with whom they were working. This is partly due to an increased understanding of how to communicate, as well as an increased desire to communicate. There is some evidence from the parents themselves that their children were better able to communicate with them. In Appendix G several of the comments refer to the children's asking the parents more questions and the reduction of tension or other restraints that cause children sometimes not to communicate with their parents. One of the parents made explicit comment on this in saying, "My daughter now asks questions she wouldn't have at the beginning of the year . . ." (p. A-20). There are numerous comments made by the Teen Tutors (See Appendix C, Part 1) which would back up these statements. On the post-program evaluation forms, the Team Teachers indicated that a great majority of the Teen Tutors had made some gains in better communication with others. On the basis of this information, it is concluded that the Teen Tutors were more capable of communicating with parents, peers, teachers, and young children.

A6.0 Acquiring knowledge of similarity to other races and cultures.

This is a difficult objective to attain and is one which was achieved less, perhaps, than any other. On a single item on racial differences (see Table 19) the experimentals are higher than the controls at both testing times, but each group dropped significantly from pre- to post-test times.

TABLE 19

THE RELATIONSHIPS BETWEEN TEST TIMES AND TEST GROUPS ON KNOWLEDGE OF RACE AND CULTURE[a]

Group	Pre-Test Means	Post-Test Means	Pre-Post Test t*
Experimental	$\bar{X} = .84$	$\bar{X} = .70$	t = -1.3682 d.f. = 36 $p < .01$
Control	$\bar{X} = .78$	$\bar{X} = .64$	t = -1.1958 d.f. = 35 $p < .025$
Experimental-Control t**	t = .2812 d.f. = 71 $p < .40$	t = .3281 d.f. = 71 $p < .40$	

[a] See Appendix I, Part IV (true-false item 20).

*One-tailed t-test for correlated groups

**One-tailed t-test for uncorrelated groups

The Community Relations scale of the California Test of Personality (see Table 20) indicates that the experimental subjects dropped though not significantly, from pre- to post-test time. On the post-program evaluation by the Team Teachers, it was noted that they felt the program was least effective in inducing change in this area. An interpretation of these results is twofold. First, the older one grows, the more likely one is to become stereotypic in relating to other people; hence, the results of the objective test item and the situation just noted. This is indeed a difficult area to change. Second, the teachers seemed to experience frustration in trying to deal with this area and perhaps were indicating that they themselves had not done an adequate job of promoting change. With this in mind, greater stress will be placed upon this area in attempting to induce change during the coming phase of the project.

A7.0 Developing an acquaintance with kindergarten level literature, games, and activities and the use of these to improve skills.

There is indication from every possible source that during the program the Teen Tutors did become familiar with those things that are appropriate for use with kindergartners and, to a great extent, did avail themselves of this knowledge. Very few incidents are noted in which a Teen Tutor did not seem to understand how to present material to the kindergartner or did not seem interested enough to carry through the preparation and presentation adequately. Only one case of disinterest was noted, and that was toward the end of the school year when one girl simply sat on the table and watched what the other people were doing in the kindergarten classroom. This may be an indication of "spring fever" as much as anything else. The Observer indicated that the Team Teachers in the kindergarten were very patient and very thorough in helping the Teen Tutors know exactly what to do with the kindergartners. The ability to carry on an activity with a kindergartner progressed more quickly than did the ability to plan that activity. The Observer noted an increased ability in planning for and carrying through with these activities. In this area it may be said that the Team Teachers learned as much concerning how to get teen-agers to plan and carry out activities as the teens learned about carrying out activities in the kindergarten.

The comments by parents of both Teen Tutors and kindergartners in Appendixes G and H indicate that the Teen Tutors had learned about kindergarten activities and were more capable of carrying through with them. This is inferred from the fact that they mentioned such things as the kindergarten child's increased ability, understanding, having fun, and learning, after having the contact with the teens. As the teachers indicated in the post-program evaluation, they felt the Teen Tutors had gained much knowledge about kindergarten level activity. As a matter of fact, their evaluations indicate that this was one of the most successful phases of the program.

TABLE 20

THE RELATIONSHIPS BETWEEN SCORES ON THE CALIFORNIA TEST OF PERSONALITY, TEST TIME, AND SEVENTH-GRADE TEST GROUPS

A.1 PRE-TEST SCORES

Community Relations	Group Experimental	 Control
67-98%	15	11
34-66%	14	18
1-33%	8	8
Total	37	37

$X^2 = 1.12$, d.f. = 2, $p < .70$

A.2 EXPERIMENTAL GROUP SCORES

Community Relations	Test Time Pre-Test	 Post-Test
67-98%	15	13
34-66%	14	16
1-33%	8	7
Total	37	36

$X^2 = 0.33$, d.f. = 2, $p < .90$

B.1 POST-TEST SCORES

Community Relations	Group Experimental	 Control
67-98%	13	21
34-66%	16	6
1-33%	7	9
Total	36	36

$X^2 = 6.68$, d.f. = 2, $p < .05$

B.2 CONTROL GROUP SCORES

Community Relations	Test Time Pre-Test	 Post-Test
67-98%	11	21
34-66%	18	6
1-33%	8	9
Total	37	36

$X^2 = 9.17$, d.f. = 2, $p < .02$

OBJECTIVES OF THE EDUCATION PROGRAM FOR PARENTS OF TEEN TUTORS

B1.0 To help parents build a more favorable impression of the school and what it seeks to accomplish; to provide stimulation for more active participation in the school program.

Near the beginning of the program the team social worker visited in every home for which arrangements could be made. During these visits she talked with the parent(s) about the family, the seventh-grade child, and the school. As she interviewed the parents, the social worker had a chance to explain the Teen Tutor Program to them and to ask them to participate in the parent program. Every effort was made to make this participation possible. At the end of the program, the social worker again visited in the homes to find out how the parents had accepted the program, as well as any change they noticed in the seventh-graders. At this time she asked whether or not the parents perceived their child as liking the Teen Tutor Program. Of those interviewed, only the parents of two children indicated that their children did not like the program, and four children were evidently rather indifferent about it. In one instance, a mother was disturbed because her child had to change math teachers, which displeased the child (or the mother) and some of the boy's friends had teased him at first about working with the "babies". On the positive side, the families of twenty-six of the Teen Tutors indicated enthusiastic support of the program. The personal visit by the social worker, in addition to numerous comments made by the Teen Tutors to their parents, played a major role in forming parent support for the program.

Those who were interested enough to participate in the parent education program were most favorably impressed and enjoyed participating in the school program themselves. As one parent asked at the first meeting, "Why hasn't this program been introduced in our school before?" (p. A-14) The mother of the most disadvantaged family even came to the parents' meeting at which a film about adolescent behavior was shown and the jackets were presented to the Teen Tutors. For the Team Teachers this was a triumph. Reports on these parents' meetings (See Appendix E, pp. A-14 to A-17) are indicative of the enthusiasm reported by the parents to the social worker in the final home interview. All of this evidence points to the facts that the greater majority of the parents did build a more favorable impression of the school and what it was seeking to accomplish with their children, and that the education program for the parents did provide a stimulation for their more active participation in the school program.

B2.0 To give parents a better understanding of developmental needs and behavioral expectations of children at different ages, with special emphasis on the 12-to-14-year-old age group.

In addition to timely comments and leading questions asked by the social worker in the home interviews, which had some educational value for the parents, two major attempts were made to accomplish this objective: (1) a film on adolescent behavior (2) a program on sex education. The film on adolescent behavior was a very good stimulus for causing the parents to think about their children in relation to normal adolescent behavior. The discussion following the film, led by Dr. Collins Burnett, a consultant, indicated that the parents were deeply interested in their children's behavior and gained some insight into it from the film. Some of the comments made by the parents in the final home interview are indicative of their increased understanding of what is expected of adolescents as well as the fact that they had noticed change taking place in their own adolescents (see Appendix G). The parents' meeting on sexuality and sex education was particularly timely, for at that same time the teen-agers themselves were having a similar, more lengthy, unit on the same general topic.

In a very casual atmosphere, Dr. Kaplan used a straightforward approach to the subject of sexuality and sex education. This parents' meeting was particularly good, for the parents were able to ask questions as Dr. Kaplan talked. As indicated in the report on page A-15, those parents present really regretted that the other parents had missed the program, for they had gained considerable understanding themselves. The lasting effect of this program, as well as the comments of the Teen Tutors at home regarding sex and sex education, is noted in the final interviews some weeks later. One parent said, "I am pleased with the information on sex. My husband and I haven't told our son enough." (p. A-20) Another mother said, "I'm thankful for getting the information on sex." (p. A-20) The conclusion is here reached that the film on adolescent behavior and the program on sex education, in addition to the interviews and the comments by the teens at home, were effective in giving the parents a chance to gain a better understanding of the developmental needs and behavioral expectations of children, especially those in the 12-to-14-year-old age group.

B3.0 To emphasize the Teen Tutor Program and the ways the seventh-grader can contribute to the kindergarten child when both age groups have need for affection, two-way communication, social and intellectual stimulation, a favorable self-image, and positive guidance rather than negative direction.

No specific attempt was made to accomplish this particular objective in a direct manner. It is interesting to note, however, that the parents were very much aware of the fact that their seventh-graders were now more capable of relating to younger people. One mother commented, "My son is more affectionate, more self-confident, and more understanding toward his younger sister." (p. A-20) Though no specific attempt was made to teach parents these things directly, it is apparent that they learned, by talking with their seventh-graders and by observing their behavior with younger children, about the mutual relationships that seventh-grade children can have with younger children while meeting the needs of both. It is hoped that more direct information can be given to the parents to supplement this indirect learning experience through the Teen Tutors during the next phase of the project.

B4.0 To build awareness of the services that health and welfare agencies offer, and to explain procedures for making use of these services.

Again, no concerted effort such as parents' meetings was made to introduce the parents to community services or the procedures for making use of these services. One of the limiting factors was that of the shortness of time from the latter part of January to the first of June. It is a simple fact that everything cannot be accomplished in one-half year that has been designed for a full year program. It can only be observed that the parents were aware of some of the education taking place in the Teen Tutors' classes and the field trips taken to many of these community agencies. Comments obtained in the final home interviews indicated some of the Teen Tutors had been fairly open in talking with their parents about the field trips. Some learning probably did take place as the Teen Tutors talked to the parents about their experiences in the classroom and on the trips. Due to the limitation of time, it is felt that as much was accomplished toward this objective as was possible.

B5.0 To promote more satisfying family relationships to improve parent roles.

Insofar as comments by the Teen Tutors and their parents are concerned, the project was very successful in achieving this objective. As one boy said, "I even seem to get along with Mom and Dad easier, not to say I never did, but to say I talk to them better when I have a problem." (p. A-11)

Parents were asked in the final home interview whether or not they thought the seventh-grader had changed toward the parents themselves. The parents of seven teen-agers thought their children had become more positive toward them, while only three indicated their children changed in a negative direction. This latter point was probably an indication of the increased rebellious-type attitude that teen-agers seem to get, rather than a direct result of the program. In view of this, the positive change is more likely to be a direct result of the program than of the maturation process. It can only be assumed that positive experiences of the parents with their children could lead them to improve their parent roles in relation to their children. In any event, family relationships did seem to improve during the term.

OBJECTIVES OF THE EDUCATION PROGRAM FOR PARENTS OF KINDERGARTEN CHILDREN

C1.0 To help parents build a more favorable impression of the school and what it seeks to accomplish.

There is little doubt that the parents of the kindergarten children now have a more favorable impression of the school and what it does. With the single exception of one disinterested mother, every parent interviewed by the kindergarten teachers indicated that they were enthusiastic about the Teen Tutor Program. They gained this favorable impression from conversation with the kindergarten teacher at the time of the interview, the kindergarten parents' meetings, and the children themselves. Numerous comments were made to the interviewing teacher concerning favorable impressions gained from the kindergarten children. One typical comment was, "My child enjoys the Teen Tutors very much." (p. A-21) Another mother's comment indicates that she is glad the kindergarten teachers have additional help: "The help is good for the teachers to have in working with kindergartners." (p. A-21) Moreover, the parents were very pleased that their kindergarten children were liking school, a new experience, very well. This was accentuated in one case when a Teen Tutor helped a kindergartner while skating at a skating rink. These and other comments, found in Appendix H, indicate that this goal was achieved during the pilot phase of the project.

C2.0 To familiarize the parents with the Teen Tutor Program.

Those parents who did attend the meetings gained a great deal of insight into what the Teen Tutor Program was attempting to do. The best single contact with the program was the kindergarten teachers' home visits and interviews at the beginning and end of the program. Here, while asking questions, the teacher was able to explain the program, answer questions about it, and talk about numerous things that concerned the kindergarten children. The most constant means of familiarizing the parents with the program were the kindergarten participants themselves. The parents related several incidents their children had related about favorable contacts with the Teen Tutors; for instance, one parent said, "My child's always talking about the Teen Tutors." (p. A-21) This and other comments (see Appendix H) indicate that the parents did become familiar with the Teen Tutor Program.

C3.0 To help parents learn the behavioral expectations of the five-to-six-year-olds and how the kindergarten program is planned to meet the developmental needs of this age group.

This goal was accomplished primarily by two programs for the parents. The first of these consisted of a film on the developmental characteristics of kindergarten children, after which there was some discussion of the film and related topics. As one mother said in the final interview, "The film helped us learn about our children." (p. A-21) The second major contact came when Dr. Kaplan spoke to the group about sex education. He presented in a straightforward manner basic information and techniques for getting sex information across to young children. The parents had many opportunities, of which they took advantage, for asking questions on sex education. One parent's comment sums up the feelings of those who attended this parents' meeting: "Have Dr. Kaplan come back." (p. A-21) The parents did have the opportunity to learn something about their children in these two meetings--an opportunity several parents accepted.

But all of them had some confromtation with this material as the teachers interviewed them concerning their children's behavior. This objective was achieved through these three approaches.

C4.0 To build an awareness of ways for meeting those basic needs that are directly related to readiness for kindergarten and first grade; namely, needs for affection, two-way communication, social and intellectual stimulation, a favorable self-image, and positive guidance rather than negative direction.

The same comments for objective C3.0 also apply here. Additionally, the very nature of the questions asked in the pre- and post-program interview schedules not only elicited responses but also made the parents aware of what kinds of things are expected of the child who is in kindergarten now and is preparing for first grade next year. These interview schedules contain comments indicating that the parents did become more aware of the things listed above. These comments range from behavioral characteristics such as improved behavior on the school bus and the child's not crying so much to such things as the child's now talking plainer, counting well, expressing himself better, and seeming more grown up. A partial listing of some of these comments excerpted from the interview schedules is found in Appendix H.

OBJECTIVES OF THE KINDERGARTEN PROGRAM WITH TEEN TUTORIAL ASSISTANCE

D1.0 To provide kindergarten children with individual attention required to meet their special needs.

By way of introduction, consider a statement made by one of the Team Teachers: "The kindergartners, too, have been given more opportunity for a wider range of experience." (p. A-12)

D1.1 Development of communication skills--listening, speaking, observing, showing or demonstrating in preparation for reading and writing.

The major means of testing this objective was the Peabody Picture Vocabulary Test, using Form A for the pre-test and Form B for the post-test. (See Table 21)

TABLE 21

SCORES ON THE PEABODY PICTURE VOCABULARY TEST ACCORDING TO TEST TIME AND KINDERGARTEN TEST GROUPS

- A - Pre-Test Means*

Test Scores	Groups	
	Experimental	Control
Mental Age	5.73	5.70
I.Q.	97.55	96.21
Chronological Age	5.72	5.73

*Form A

- B - Post-Test Means**

Test Scores	Groups	
	Experimental	Control
Mental Age	6.22	6.01
I.Q.	100.66	96.68
Chronological Age	6.03	6.08

**Form B

At pre-test time, the two groups compared favorably with the Finland experimentals having a mean mental age of 5.73 years and the South Franklin controls 5.70 years.

On the post-test results, however, the experimentals were higher with a mean mental age of 6.22 years, compared with 6.01 years for the controls. This represents a difference of .21. Since the Peabody Picture Vocabulary Test is specifically designed to test vocabulary or communication skills, these results would seem to indicate that the experimental kindergartners had benefited by having contact with the Teen Tutors. Their mental age had increased two-tenths of a year more than did that of the controls. Similar results are obtained on measures of I.Q. The mean I.Q. scores were 97.5 and 96.2 for the experimentals and controls respectively at the pre-test time. Following the program, the experimental subjects had increased to 100.7, a mean increase of 3.2, whereas the controls' mean increased only .5 to 96.7.

In view of these results, the comments made by parents of the experimental kindergartners can now be more easily interpreted. Previously, comments such as, "My child now expresses herself better," "The program has been a great help to my child," "The Teen Tutors have helped my child," and "My child talks plainer," may have been indications of the normal maturation experienced through time in any kindergarten situation. Now we see it may well be that the parents were indicating that the children had actually increased more than would normally be expected for a kindergartner.

After school was out the kindergarten teachers evaluated the change that had taken place in the kindergartners. Concerning the use of communication skills, the teachers indicated that the great majority of the students had benefited some by having contact with the Teen Tutors. A very encouraging point is that a few of the kindergartners were felt definitely to have increased their ability to communicate as a direct result of the additional tutoring. Critical incidents were also noticed by the program Observer as she viewed the normal activities of the kindergarten classroom setting. She noted numerous situations in which the Teen Tutor was doing something with the kindergartners that the classroom teacher normally could not do. To the kindergarten teachers (see p. A-12, for comments), these individual or small-group experiences and follow-up exercises could never have been done in the usual classroom setting. They felt, moreover, that this additional contact with materials and communication with people had helped to increase communication skills above that normally expected of the kindergartner.

D1.2 Creative and imaginative approach to activities.

It is difficult to teach a preschool child to be creative and imaginative, so it is doubly difficult to test whether or not the kindergartners benefited in these areas by having contact with Teen Tutors. A part of this dimension is having the opportunity to develop in these areas. Using this criterion, we may extrapolate from the enthusiasm displayed by both parents and teachers of kindergartners regarding the tutoring; that the opportunity for increased creativity and imagination was present. One part of this dimension is simply the fact that the kindergartners had a significant number of contacts with "the big kids" (as they called them) as the Teen Tutors helped them with some of their regular materials: presenting stories, plays, and demonstrations; helping with follow-ups on films, film strips, and units; or planning and accompanying the kindergartners on field trips.

The Observer noted several small-group activities in which the Teen Tutor was successful in helping the kindergartner. A Teen Tutor helped a boy who had never counted beyond two to count to twelve. Another used a flannel board to teach numerals and their names to a kindergartner, after which the youngster boasted, "I'm pretty smart!" A shy kindergarten girl had a good learning experience in acting in a drama- "Carrot Seed" - with two Teen Tutor girls. The Teen Tutors were particularly effective, the Observor also noted, in teaching sounds. A center of creativity and challenge to the imagination was the kindergarten room's workbench, to which the Teen Tutors could take the kindergartners to help them work on projects such as a kite.(see p. A-12) The kindergarten teachers' evaluation of change in this area is somewhat inconclusive in that only some of the students probably changed. To the extent that it was possible to accomplish this goal with kindergartners of different capacities, the objective was partially achieved.

D1.3 Intellectual stimulation.

There is little doubt that this objective was fulfilled to a great extent during the pilot phase of the project. References have already been made in the analysis of the previous two objectives to the fact that parents, teachers, and kindergartners themselves noticed evidence of the stimulation. A few excerpts from teachers' records and parents'comments will point this out. One mother specifically stated, "My child really likes the individual attention of the Teen Tutors and talks of them often." (p. A-21) As the teachers' comments on page A-19 would indicate, every Teen Tutor experienced success in relation to the kindergartners sometime during the year. For some of them, it was s consistent experience as they constantly had good relationships with the kindergartners. For others, it was sporadic; but on the whole, even the Teen Tutors who were surly or indifferent in the Teen Tutor classroom setting experienced success with the kindergartners. This stimulus was a two-way avenue, helping the teens to better understand ways in which small children behave as well as helping them to understand that they themselves were of more worth than they had previously thought. It also gave intellectual stimulation to the kindergartners. The words of one Team Teacher are specifically appropriate at this point: "There has been a preponderance of successful experiences (at least for the poorer students) in the kindergarten setting. There have been only a few kindergarten-teen situations which have not been very worthwhile for both parties." (p. A-19) This intellectual stimulation was particularly successful for one kindergarten boy. As the teacher reviewed the year, she said, "Toward the end of the school year, he really opened up and expressed himself and was much more aware of things. This change was influenced by his experiences and opportunities for expression with the Teen Tutors." This was one of the most successful areas for the education program in the kindergarten classroom.

D1.4 Affection and a more favorable self-image.

The primary means for testing this objective was the California Test of Personality, Primary Tests A and B, administered to the kindergartners at the beginning and the end of the program. Each kindergartner was paired with a Teen Tutor. As the administrator read each question, the kindergarten child pointed to a piece of cardboard on his lap, indicating his answer for that question. (This cardboard was divided into two sections on which Yes was printed in a green circle and No was printed in a red square to help the kindergartners distinguish between the two responses.) Conjecture was made by the administrator, the Team Teachers present, and the Teen Tutors that some of the children were not answering very truthfully. For this reason, the data from these tests were scrutinized very carefully. Though the primary tests of the California Test of Personality are designed to be administered to children in kindergarten through third grades, the results from this experience would cast doubt upon the validity and reliability of the test for use with kindergartners.

The kindergartners spoke frequently and affectionately to the teachers and their parents about the "big kids". One kindergarten parent noticed that her child became more coopeative with his brother and sister. The best indication comes from a parent who said, "There is a closer relationship between (CHILD) and our family." (p. A-21) The kindergarten teachers also noticed that the self-image of several of the kindergartners changed. Some became more outgoing, some felt better about themselves, and others began to be less pouty and more sociable. One girl was noted to change especially with regard to this last point. While she would relate well to a single Teen Tutor or a small group, most of the time she sat tight-lipped and needed to be coaxed into participation. Toward the end of the spring, the teacher noted that due to the Teen Tutors' ignoring the girl at significant times, she more quickly joined in with the others in class activities instead of pouting. The Observer also noticed situations in which the kindergartners would refer to "my" Teen Tutor, giving them a sense of esteem--in other words, a favorable self-image--as a result of having the individual contact with seventh-graders. There was some apparent change in the kindergartners' becoming more affectionate and having a more favorable self-image as a result of the individual contact with the Teen Tutors.

D2.0 To provide Teen Tutors with the opportunity to gain a sense of self-worth, a new sense of responsibility by educating them for the task and permitting them to serve as tutorial assistants.

As the comments in Appendix C, Part 1, indicate, the Teen Tutors thoroughly enjoyed working with the kindergartners. Keen insight can be seen in one girl's comments: "After being in this class, you begin to understand children younger than yourself and know why they behave the way they do. It also, in a way, gives you a sense of responsibility to know that you are thought of as an adult in the eyes of other teachers." (p. A-9) The increased status this girl perceived herself as having in the eyes of teachers at the school increased her self-image greatly. One boy made the comment that the program taught him to think of someone besides himself. (p. A-21) The very fact that he realized that being concerned about other people is as important as being concerned about oneself is a step in the direction toward having a more favorable image. The program did help the teen-agers to be concerned with someone besides themselves and gave them a more favorable self-image. (NOTE: Since it is impossible to evaluate the change in the self-worth as perceived by the Teen Tutors as a result of the tutoring as separated from the total program, the reader is referred to Objective A2.0, where self-perception, or self-concept, is analyzed in detail.)

D3.0 To have Teen Tutors observe the teaching-learning process to find out how young children learn and how teachers help five-year-olds to further their learning.

As a result of the intense eagerness on the part of the Teen Tutors involved in the kindergarten program and due to the limitation on the time, there was not so much time devoted to observation as there was to actual involvement in the kindergarten setting. Some observation was utilized, but in most cases the observation occurred on the spot as the teacher was showing a Teen Tutor how to accomplish a given purpose with a kindergartner individually or with a group of kindergarten children. From the perspective that "One should observe and learn before doing," deleting much of the early observation in favor of the actual involvement meant that the Teen Tutors actually were tutoring before they had enough observation "under their belts." But on the other side of the ledger, "learning by doing," numerous incidents were noted in which a kindergarten teacher was able to give guidance to a Teen Tutor in how to or how not to, handle a given situation. In any event, the observation was considered to be effective in helping the seventh-graders to know how to work with children of kindergarten age. Perhaps this objective can be more completely fulfilled during the coming year.

D4.0 To have Teen Tutors serve as tutorial assistants to reinforce learning from classwork and from structured observations.

There is no question that the program did reinforce the learning the Teen Tutors achieved in classwork as a result of their tutorial assistance in the kindergarten setting. As they learned information in their classroom, they saw it in operation in the kindergarten class. Moreover, they had a chance to use the information they had learned. The latter point served not only as a way of reinforcing their learning but also as a stimulus to make them want to learn, for they soon found that in many situations they were ineffective. This is borne out by comments made by the Observer in the kindergarten setting. She noted that the Teen Tutors were somewhat frustrated in the beginning whenever they did not succeed in a particular situation with the kindergartners. As the program progressed, she noted an increasing incidence of successful situations, attributable to the fact that the Teen Tutors had learned how better to handle the kindergartners.

Another point should be made. As the program developed, the kindergarten teachers found that one effective means of helping the Teen Tutors to achieve success in the kindergarten setting and reinforce the learning of the teen classroom was to have ten-minute conferences with the groups or individuals immediately after the kindergarten classroom experience. It was discovered that almost immediate reinforcement was more effective than waiting until some later time. Comments of praise, criticism, or help by the kindergarten teacher on the spot as the Teen Tutor was working with the kindergarten child, or very soon afterward, were very helpful in reinforcing the learning from the classroom work. A girl's comments are apropos: "I like it when we're with the children . . . It is helping me learn about children younger than I am and I feel it is helping me learn more about my little brother and children around the neighborhood. We get to do things I haven't done before." (p. A-9) The ultimate test of any learning experience is whether or not the individual is capable of generalizing and utilizing his new-found knowledge in other areas. The girl quoted above and a boy who even started working with the children at church, (see Appendix G) seem to have made such a transfer.

At this point, it is interesting to note that there was a change not only in knowledge of human development but also in their attitudes toward other people, a different dimension. Over half of all the parents of the Teen Tutors interviewed at the end of the program felt that their children had definitely changed in becoming much more favorable and much more at ease with younger children. This would also indicate success for the "learn by doing" approach of the Teen Tutors working with the kindergartners to reinforce learning from the classroom. One of the Teen Tutors comments succinctly, "We are learning by helping them learn." (p. A-10)

CONCLUSIONS AND SUGGESTED CHANGES

Since the summary of each of the major areas of objectives was presented at the beginning of the evaluation section, it is now appropriate to list those areas in which the project met or exceeded the expectations and those in which it did not. Following these conclusions is a list of anticipated changes in evaluation procedures and instruments.

Endeavors in Which the Results Have Met or Exceeded Expectations

1. The recruitment of Teen Tutors for the pilot phase and the demonstration phase was successfully completed. In each case, the majority of the eligible students volunteered to be subjects in the project. In no case did a parent deny the child permission to participate in the program (for amplification and discussion, see p.   ).

2. The four Team Teachers, all inexperienced in the close working relationship demanded by team teaching, have planned together well and have utilized their several competencies effectively--and they are enjoying this working relationship (see Appendix A, p. 2).

3. The use of a staff secretary in the junior high school project office and a materials expeditor in the Materials Center has proved to be an excellent arrangement. Each has worked well, but the Team Teachers are especially thankful for the expeditor, whom they consider their "good man Friday". Located in the Materials Center, she handles withdrawal and return of both materials and equipment and is a trouble-shooter when a Teen Tutor encounters difficulty in the use of equipment.

4. The Materials Center is a busy place, for it is here that the Teen Tutors prepare for their participation. Typically, a couple of students are previewing filmstrips, a few are listening to recordings, some are reading, and others are practicing special skills or preparing materials for use with kindergartners. All Teen Tutors have mastered the operation of all of the audiovisual equipment housed in the Center.

5. Cooperation between the elementary and junior high schools has been excellent. Scheduling and pupil accounting of seventh-graders, who move between the two buildings, has presented no special problems (see Appendix B, Parts II and III).

6. The Teen Tutor Program has been well-accepted and integrated into the program of the elementary school. Although space is at a premium, the need for space to house the tutorial program and Materials Center has achieved such wide acceptance that it is fast becoming an integral part of the school. In the first- and second-grade classes in which the Teen Tutors have observed, the teachers have been delighted with the program--hence, the extension of opportunities for tutorial experience into the first-and second-grade classes when the "graduated" Teen Tutors are in their eighth- and ninth-grade years, respectively (see Appendix B, Parts III and IV, pp. A-5 and A-6).

7. Even though the greater part of the Teen Tutorial Program is carried on at the elementary school, it has achieved wide acceptance among the faculty, staff, and counselors at the junior high school (see Appendix B, Parts II and IV, pp. A-4 and A-6, respectively).

8. The staff and students at Barrett Junior High School in Columbus and South Franklin Elementary School in Grove City, from which the control subjects were drawn, have been extremely cooperative in making arrangements for collection of control data for the experimental groups.

9. The Teen Tutors visited on field trips a variety of community agencies and others were studied and contacted by the program for use by the children and also, if need be, by the parents and families of the children.

10. A non-participating, sophisticated observer periodically visited the program for an entire day to gather evaluative data. Her observations have been extremely valuable in evaluation (see Appendix D and Appendix I, Part V).

11. The specially developed curriculum was successful in teaching the Teen Tutors about the physical, social, intellectual, and emotional development of children, especially regarding awareness of individual differences in children (Objective A1.1), social relationships in the maturing process (Objective A1.2), and means of coping with stress (Objective A1.5).

12. The Teen Tutors benefited by the special curriculum and the unique experiences in that many of them gained more favorable perceptions of themselves (Objectives A2.0 and D2.0). The subjective and objective data indicate the program was successful in helping the teen-agers to understand themselves and in knowing how to relate to others, especially younger children, significant adults, and peers.

13. As a part of improving social relations, the Teen Tutors began to know how to communicate with others, especially younger children, parents, teachers, and peers (Objective A5.0).

14. The Teen Tutors built a backlog of kindergarten-level literature, games, and activities that enabled each of them to improve their own skills as well as those of the kindergartners (Objective A7.0).

15. The program was successful in teaching the teen-agers what the parenting role involves, its relation to them as teen-agers, and that parents are people with problems (Objective A3.0)

16. Both of the education programs for parents of (Teen Tutors and of kindergartners) were successful in arousing interest in some parents and in teaching the parents something helpful concerning teen-agers and kindergartners (Objective areas B and C). In addition, the parents seemed to be more favorable toward the school than previously.

17. The close contact of the kindergartners with the "big kids" had a tremendous effect by stimulating the kindergartners and by giving them far more information and experience than a regular teacher could ever have given them (Objective D1.0). This tutoring improved the kindergartners' communication and numerical skills as well as self-images.

18. The "learn-by-doing" involved in the tutoring situation had a dual effect on the Teen Tutors both in reinforcing the material learned in the Teen Tutor classroom and in stimulating the teen-agers to learn more about the children in addition to other persons significant in their lives (Objective D4.0).

19. The project staff has gained valuable experience in conducting the pilot project which will be extremely helpful in proceeding with the demonstration phase.

Endeavors in Which the Results Have Not Met Expectations

1. The project planning staff was "warned" that throughtout the district, parent meetings were never well attended. Nevertheless, they remained optimistic. Attendance by the parents of both the Teen Tutors and the kindergartners has been disappointing even though rated above-average by the long-time teaching staff. It is hoped that in the course of the full year's demonstration program, it will be possible to actively involve a much greater percentage of the parents (see Appendix E, p. A--14).

2. There is a dearth of good materials in child development on the reading level that these disadvantaged children can handle with effectiveness. There is only a little material in each of many references. The staff has worked hard in producing instructional materials to meet this problem during the summer.

3. While progress is being made in teaching the Teen Tutors to participate in group planning, discussion, and evaluation, it is slow. The majority of these subjects have long-established records as under-achievers. Home discipline is erratic, harsh, and authoritarian. Self-discipline and greater self-respect must be developed at school. The teens show remarkably good self-discipline while working with the kindergartners. In this setting, they are proud of their status. Few, however, consistently show comparable self-discipline during planning and discussion periods. Although some can now work independently in small planning and discussion groups, others cannot be depended on even when working under the direct guidance of a teacher (see Appendix F, p. A-18).

4. Plans for the Teen Tutors to wear badges and laboratory coats, as a special means of identifying and recognizing them while participating in the tutorial service, were presented to the Teen Tutors for their consideration. The Teen Tutors rejected both ideas, so the plans were dropped. However, the reaction of Teen Tutors to receiving a blazer at a special meeting to honor them was a different matter. Both the Teen Tutors and their parents were proud and happy when the blazers were presented at the April 13th parents' meeting (see Appendix E, Part IV, p. A-17).

5. The limitation of time necessitated scant coverage of some content areas, chief among which was information on race and culture and their effects on social relations (Objectives A1.3 and A6.0). With a full year, there should be ample time to work on these areas.

6. The evaluation instruments and techniques were not inclusive enough or well-defined enough to test adequately all of the objectives of the pilot phase. This meant that a thorough analysis of the pilot phase could not be accomplished. At the same time, this is expected in pilot studies, one primary purpose of which is to test the instruments thoroughly so they may be revised for use in later phases.

Changes in Evaluation Procedures and Instruments

As was expected from the beginning, there are now some changes the staff anticipates in the evaluative procedures for the next phase of the project. Meetings have already been conducted by the staff with the consultants in order to sharpen these evaluative techniques. For the reader's convenience, these changes are listed, but no significance is attached to the order in which they appear.

1. The objective testing at pre- and post-test times has generally proved adequate; however, the staff and consultants are currently reviewing these evaluation procedures in order to reduce the total amount of time involved in the testing and also to sharpen the instruments by adding items for certain areas felt to be neglected and by deleting certain items not considered of great importance or those which have been ineffective measures (see Appendix I, Parts II-IV, p. A-32).

2. The home interviews with the parents both of Teen Tutors and of kindergarten children provide an excellent source of information on change and, thereby, the effectiveness of the program. The effectiveness of these interviews could be increased, for instance, if there was more room provided for recording actual comments. The staff personnel and consultants concerned with this area of testing have already revised the first interviews and, hopefully, will make these changes to increase the effectiveness of the final home interviews (see Appendix I, Part I, p. A-22).

3. The staff was pleased with the candid comments made by the Teen Tutors in response to an open-end question on their thoughts on the Teen Tutor Program. Unfortunately, some of the areas with which we were concerned in the project (for instance, community services) were not even mentioned by the teen-agers. If candid comments are elicited again from the teen-agers, a more structured approach may help the teens to "zero in" on those areas on which we would like all of them to comment. This approach could help fill in some of the blank spots in the present open-end responses (see Appendix C, Parts I and II, p. A-8).

4. After having gone through the evaluation procedures for the pilot phase of the project, the staff now realizes there should be more analysis done subject by subject in addition to the analysis of the experimental versus control group data. In other words, it is anticipated that more case analysis will be done during the program. A detailed profile chart is being kept for each Teen Tutor on which objective data from evaluation instruments as well as day-to-day testing and subjective evaluations can be recorded to determine change. This will be a new dimension in testing the effectiveness of the Teen Tutorial Program.

5. An area in which there is usually "progress" in data collection is the anecdotal record kept on each child. The Team Teachers, as was expected from the beginning, had a difficult time knowing exactly what kinds of records to keep on the students. A thorough review of the objectives of the program following the pilot phase gave them a much more keen insight into what they, as teachers, were expected to do and, therefore, the kinds of things that should be noted in the anecdotal records about change in the children.

In addition, the evaluation forms (see Appendix I, Part V) made them still more aware of what was expected concerning records. This particular form is being considered as a possible means of biweekly evaluation of each Teen Tutor by the Team Teachers. It would, of course, be expanded and changed so that anecdotal records could be placed thereon. Some results from the anecdotal records that indicate change or a significant lack of change may be recorded on the individual profile charts mentioned in #4 above.

In conclusion, the basic aims of the evaluation procedures for the project were fulfilled during the pilot phase of the program. The above listed changes are anticipated as means of sharpening the evaluation techniques. Some of the changes have already been made during the summer, while others are currently being made. If the other changes are accomplished, they will sharpen the evaluation of the program.

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APPENDIX A

Comments on Team Teaching

APPENDIX A
PART I

CO-SUPERVISOR'S COMMENTS ABOUT THE TEACHING TEAM

Following a lapse of almost a full semester's time between the end of the planning project and notification that the pilot program had been approved, the four teachers who had participated so enthusiastically in the planning stage were no longer available to serve as the Teen Tutor Teaching Team. Two had become involved in other projects, one had resigned because of pregnancy, and the fourth did not want reassignment. This situation seemed to represent a handicap of no little consequence since there was but six weeks time including Christmas vacation, to obtain teachers and help them learn their new roles.

From among the candidates who applied for these positions when the South-Western City School District circulated application blanks among members of the teaching staff who might be released for participation in this program, the following teachers were selected after they ahd studied the project proposal:

Joanne Ingledue, a graduate of the School of Home Economics and a young woman of several years of successful teaching experience; Mrs. Jo Goodwin, a mother of teenage children and the excellent kindergarten teacher already located at Finland Elementary School; Mrs. Sally Telego, a young mother with a few years of successful kindergarten teaching and Mrs. Carol Dean, an outstanding member of the December, 1966, graduating class in social work at the Ohio State University.

The climate within Finland Elementary School was most favorable. The principal, went "The extra mile" to expedite space allocations, to release the kindergarten teacher from regular duties to enable her to join the other members of the teaching team for several full days of meeting together. The ready acceptance of the project staff by the elementary teachers and the custodian's friendly and patient helpfulness in shifting furniture made the project staff feel that everyone was eager to have the project get off to a good start.

As the part-time project director it was my pleasure to help these teachers interpret the aims and purposes of the project and organize themselves for their new roles. From the outset, I was most favorably impressed with the professional manner in which these four teachers worked together to plan for the effective use of their individual competencies to carry forward the aims and purposes of the project. This fine working relationship has progressed into one of mutual respect and trust.

They have encountered problems and have pulled together to solve their problems, to analyze situations and to improve their handling of the Teen Tutorial Program. They are able to differ in friendly fashion and to evaluate their differences in a professional manner.

This close working relationship on the part of the teaching team is essential to the successful operation of the program. The project directors, the consultants and the administration of the South-Western City Schools are proud of the way these teachers are demonstrating their abilities to think, plan and work together and with other members of the project staff.

APPENDIX A

PART II

TEAM MEMBERS COMMENTS ABOUT TEAM TEACHING

1. "Team teaching has proved to be an enriching experience both for the teens and for me. This program has been constantly boosted with new ideas and ways of doing things and I think that having four heads to contribute has really been a big asset. There have been times, particularly in the beginning, when we had some difficulty coordinating our plans. Perhaps we need even now to have one special time when all four of us can get together to talk over what has happened and what is going to happen. The primary asset of team teaching has been this: With at least three teachers in the classroom almost every child has been able to find one adult with whom he can positively relate. This might not be true in a one-teacher situation. In addition, it is of real value to us to discuss the children with the other teachers and be able to see him--his weaknesses and assets--through the eyes of another person."

2. "Having done team teaching in two other situations, my first comment must be that only the special combination of personnel involved has made my experience so enjoyable and personally successful. In my opinion, the advantages of team teaching are: (1) it offers a means of providing more individualized help; (2) it permits each teacher to contribute in those respects in which she has greatest competency; and, (3) it permits the student to seek help from the teacher whose manner and way of working is most satisfying to him. This latter reason is especially pertinent to this program's goal of building an understanding of people because it gives the teens an opportunity to compare personality differences of adults with whom they are quite familiar."

3. "The team teaching has been a new experience for me. It should include more planning sessions with all four of us present than we have been able to accomplish this year. The ideas contributed by four people certainly have been better than one person planning alone. It takes more work and time, but it is more effective."

4. "I feel that I am learning and have had many opportunities to grow myself using the many and varied materials at our disposal. We have a climate of cooperation that is invaluable in a program such as ours."

APPENDIX B

Comments on the Program - Administrators

SOUTH-WESTERN CITY SCHOOLS
3708 SOUTH BROADWAY • GROVE CITY, OHIO 43123
PHONE: 875-2318

May 15, 1967

Dr. Catharine M. Williams
Co-Director of the Teen Tutorial Project
1825 Finland Ave.
Columbus, Ohio 43223

Dear Catharine:

I have worked closely with you and the other staff members in the Teen Tutor Project since the beginning of the project. I have, therefore, been involved in the major decisions and deliberations as the project has moved forward. I would like to state most emphatically that this project has made in its first phase a valuable contribution to Finland Elementary and Finland Junior High School and to the boys and girls in those schools who have participated in the project. I am extremely enthusiastic about the contribution that an undertaking of this kind can make, not only to these schools, but the implications that it has for many schools in this area and indeed across the state and nation. One of the areas of deep personal concern that has been inadequately handled by schools in general is that of a full and deep understanding of the role of the individual in terms of his commitment to family and family life. This project has the elements necessary to build this kind of understanding with children when they are at a receptive age for building such an understanding and at a time in their lives when they are reviewing and rebuilding permanent long range values.

The school district has supported this project in its initial stages by contributing the time and efforts of personnel not paid for by the project. We will continue to offer this support now and in the future. Our primary purpose in requesting projects of this kind is to give us the opportunity to explore, to build, to formulate programs which we could not do without additional help. However, our long range plans for this project, as well as other Federal Projects in our school system, is to incorporate all of those features which through the planning, pilot and demonstration phase prove to be of worthwhile and lasting value to the students of this school district.

Cordially,

SOUTH-WESTERN CITY SCHOOLS

Jack

John W. Bott
Assistant Superintendent

JWB:fs

SOUTH-WESTERN CITY SCHOOLS
3708 SOUTH BROADWAY • GROVE CITY, OHIO 43123
PHONE: 875-2318

May 17, 1967

Mr. John Bott
3708 South Broadway
Grove City, Ohio

Dear Mr. Bott:

I would like to make the following statements concerning the Teen Tutorial Program at Finland Junior High School.

The Teen Tutorial Program has not created any difficult organizational problems nor additional discipline problems at Finland Junior High School this year.

From the standpoint of a principal contemplating the adoption of such a program in his building, I do not feel that the program would be any more difficult to adapt to the curriculum than a new course of study in history for example.

Our modular schedule has made it possible to develop the flexible schedules needed for this program. The anticipated possibility of problems arising due to students leaving and returning to the building did not materialize. I do feel that the course instructors may have been a major reason for this. They have done a fine job in keeping the students under control during the time the class changes from one building to another.

We have received fine cooperation from the Teen Tutorial staff and when requests have been asked for us, we have cooperated to the best of our ability.

Sincerely yours,

Charles R. Gilbert
Principal

CRG:ch

SOUTH-WESTERN CITY SCHOOLS

FINLAND ELEMENTARY
1835 FINLAND AVENUE • COLUMBUS, OHIO 43223
PHONE: 279-4242

May 22, 1967

Mr. John Bott
Assistant Superintendent
South-Western City Schools
3708 South Broadway
Grove City, Ohio

Dear Mr. Bott:

As principal of the Elementary School in which the Teen Tutorial Program is operating, I would like to make the following statements.

The staff for the program has proven very successful. They are fine leaders for the Teens as they are understanding, efficient and cooperative. They plan quite thoroughly as a team to cover the complete program of studies and experiences.

Our kindergarten program has definitely been enriched and the individualisation is at a high level.

We difinitely see growth in the maturity of the Teen Tutors. Their understanding of children is shown as they work with the little ones. They do a lot of moving around the building and conduct themselves generally in a very satisfactory manner. Their adaption to the work with and preparation of materials to be used with the children also shows maturity.

The program has many benefits for both the Teens and the Kindergarteners and we hope it will continue. This is seconded by other staff members of this building who would like to see it progress into all primary grades.

Sincerely,

Lois T. Hovermale

Lois T. Hovermale

LTH/dj

APPENDIX B

PART IV

COMMENTS BY FINLAND ELEMENTARY AND JUNIOR HIGH TEACHERS AND COUNSELORS

1. "The children in the kindergarten are responding very well to the special help and those who were shy and 'loners' are coming out of their shell. The teens are learning responsibility and seem to be working very hard and looking at growing children in a different light. They are finding out that little people can be delightful, little boys and girls who need guidance and help and can really be sweet . . . .It would be wonderful if they could help in the overcrowded first grade."

2. ". . . . the pupils seem to be interested in what they are doing in the program."

3. "The Teen Tutor Program seems to be very effective. I have heard many favorable comments from students, teachers and school officials. The program allows the student to help others which in my opinion is very beneficial to both parties."

4. " I believe the Teen Tutorial Program has generated enthusiasm and a sense of pride among the seventh graders, especially those involved in the program. Many of the boys, especially, have commented that they 'liked the program, those little seats and children are so much smaller than they remembered, I'm getting a bang out of playing games with those little kids.'"

5. " . . . . from observing them in the halls, they seem to be more outgoing and improved in their personalities. The responsibility is good for them."

6. "Most of the students that are still in my Social Studies classes have improved either in discipline or academically...I feel that the student involved has provided a special service and in return they have found a place in 'their' society. I hope that this program continues and that more students of the project type are included so as to help them find a place in the world."

7. "Those students involved seem to have more confidence and pride in themselves. Most of them seem also to have improved very much in their dress and grooming habits--and in my opinion, it has improved their attitudes toward school in turn..... On over-all basis I think I have seen more change personality-wise than grade-wise."

8. "In a few cases I have seen students who were previously quiet and unassuming in the classroom turn into alert and responsive students who did not mind taking over a leadership role in the class discussions. . . In my classroom the lack of desire to voice an opinion is disastrous to me. I welcome any attempt by a child to be heard and to be known regardless of the fact that these attempts are positive or negative; I can handle either. With this in mind, I now have more reaction than before. I am satisfied. . . .My only request is that all possible pressures be put to bear to maintain at least the present program."

9. "Several of my students seem more enthusiastic. They tell me what they're doing and the things that happen--especially the funny things."

10. "At one time they brought in the work bench from the kindergarten room and explained the various tools to our first-graders when we were having our unit on simple machines. They were patient and understanding in explaining the uses of the various machines and in letting the children try them out. This was a worthwhile experience for the first grade children as well as for the Teens."

11. "The program is an excellent opportunity for the teenagers to have some experience in guiding and working with the kindergartners. Although I haven't directly observed what has been going on, I have heard discussions which seem to indicate that these boys and girls are gaining insight and understanding of growth and development. They have also been given the responsibility of planning activities which I think is a very good experience for them, as well as practical."

APPENDIX C

Comments on the Program - Team Tutors

APPENDIX C

PART I

On Friday, April 14, the Teen Tutors were asked to fill out a paper on which they were given an incomplete statement for personal evaluation of the program. "After having been in the Teen Tutor program since February, I think this kind of class is . . . ." The Teen Tutor personal evaluations indicate that the project has been effective in changing poor self-concepts into more favorable ones and in changing attitudes toward younger children and family members. It has been perhaps least effective, as the Teen Tutors themselves perceive the situation, in making the classroom setting new and different by presenting materials in unique ways. This is to be expected at this time of year, however, for fatigue has set in with all students. Moreover, the Hawthorne effect has been reached, the peak of the program has been passed, and these comments probably represent the lowest ebb in the students' evaluation. Even in this lowest ebb, though, they indicate that they have gained much from the Teen Tutorial program.

AFTER HAVING BEEN IN THE TEEN TUTOR PROGRAM SINCE FEBRUARY, I THINK THIS KIND OF CLASS IS:

(boy) 1 ". . . fun to be in because I get to work with the kindergarten children children about all the time. The teachers are nice in all the ways they can be in the Teen Tutor program. All the time they woek with us to set examples for the kindergrrten children. Another thing about this program is it's fun to work for the jackets and pants. That I think is real nice."

(girl) 2 " . . . a very good idea and I like being in it. I think it is fun working with the children. It's just too bad that every seventh grader couldn't be in it because it is a great experience and I will try to make the Teen Tutor program a success and I hope the other teens go along with me, not only this year but next year and more. Mrs. Williams must have been awful smart to think of this idea and I think that it will be a great success."

(boy) 3 ". . . a swell idea. Most of the time it's lots of fun and gives me a new experience. I also get to know how the teachers feel and react the way they do. Before I was picked for this job, I hated teachers and now I understand them a lot more, but I still don't like them that well. I also think this will be successful. I hope it is because my brother will be in the seventh grade next year and I have got him very interested in it."

(boy) 4 ". . . all right for seventh-graders like me. I think it is a privilege for us. It helped me a lot for my grades. I think you should get to know a lot about little boys and girls like them so that when you get older you will understand when you get married and have kids. I hope that this keeps on like it is now."

(girl) 5 ". . . very enjoyable sometimes . .I like to work with the kindergartners but we don't have enough time to."

(girl) 6 " . . . very nice. I wish I could stay in the Teen Tutor program all my life. I think it is the only program to really enjoy yourself. Like going on field trips and doing activities with the children and I enjoy it very much. I like to watch little kids and play with them. They finally got someone to teach them things like doing activities and doing a part in a play. And going places. I wiah my wish would really come true and here it is--I wiah that I could stay in here forever."

(girl) 7 " . . .okay in some ways. I likeit when we are with the children--it is helping me learn about children younger than I am and I feel it is helping me learn more about my little brother and children around the neighborhood. We get to do things I haven't done before."

(girl) 8 ". . . fun when we are with the kids."

(boy) 9 ". . .okay because I'm with all my friends. I think we all get along o.k. Most of the time we get things done. I think we have accomplished a lot this year."

(boy) 10 ". . .nothing to say but it is o.k. for the children and teens in a way that it put them in the teachers' place and now I know how a teacher feels. I don't like it."

(boy) 11 ". . .fun and you can learn a lot if you try. I've noticed that a few persons don't actually put any effort into what they're doing. If you are looking for something interesting, you will find something interesting. If you want to act silly, you won't learn anything, you will spoil the fun for others, and you will get yourself into trouble. It can be interesting if you make it interesting."

(girl) 12 " . . .good. I've learned some things I didn't know. And it is good for us because we get an opportunity to teach the kindergarten how to tie their shoes and count and other things that they don't know. We get the chance to be with the kindergarten and get to know how to treat them and understand them better than we did. The teachers have patience with us and they know that we try to do it. You get to know about people and what troubles them."

(boy) 13 ". . . fun and I wish I could have the chance to be one next fall. I think all of my teachers are nice and the kindergarten teachers too. You never know how little children are until you work with them. And I think Teen Tutors has helped me along."

(girl) 14 ". . . exciting for most people. It gives them the chance to understand both teachers and younger children. After being in this class you begin to underatand children younger than yourself and know why they behave the way they do. It also, in a way, gives you a sense of responsibility to know that you are thought of as an adult in the eyes of other teachers. Being in this program, I have learned not a whole lot, but more than I used to know about younger children."

(girl) 15 ". . . .I like it a little."

(boy) 16 ". . . o.k. when you're in the kindergarten class but when you are in the library all you do is hear lectures and do this and do that."

(girl) 17 ". . . o.k. I think it's a good program, especially for kids of our age."

(boy) 18 ". . . I like to work on the projects and go into the kindergarten. I feel I have learned a great bit about children's behavior."

(girl) 19 ". . . .good because it helps us to see how we grow and it has been fun working with the kindergarten children and I feel we have helped them greatly in learning to tie their shoes and how to count and a hundred other things. We are learning by helping them learn."

(boy) 20 ". . .o.k. in some ways but in other cases it is not very good because some of the boys and girls act up a lot when we are having a discussion. The boys and girls start to have a single discussion which makes Miss Ingledue pretty mad and I understand why it makes her mad. Everyone is o.k. in the kindergarten because they like the children I think. If I was Miss Ingledue I would be more strict to the kids that she has to talk to more than once."

(boy) 21 " . . . pretty tough (the good kind of tough). I like working with the instructors I have and I have a chance to say and do stuff I know instead of being crammed with math, English, social studies, etc., etc., etc. I like my classmates as friends but I think a few of them aren't doing or saying what I would (in other words what I think is right)."

(boy) 22 " . . . Dr. Williams had a good idea, but the world isn't ready for it."

(boy) 23 ". . . good for people our age and it gives us a chance to work with smaller children and learn their emotions toward other things. It gives us a chance to meet other people and be their friends."

(girl) 24 ". . . .not so good as I thought it would be. In fact, some of the things we do are so boring that I feel like going to sleep. Other things we do are very interesting and educational. I guess the program has good points and bad points."

(girl) 25 ". . . .a place to help little children. Myself I like being a Teen Tutor because if you're the only child it helps you understand what 5, 6, and 7 year old children are like. I didn't join it just to get out of classes. I joined it because I like children and I like to be with them. It's good experience for me."

(girl) 26 ". . . .very educational to teens. As teens go on to parenthood, they should know about how their children will act as they grow up. This is good for all teens. I think some parents should take this course also. This program will also tell you where you stand. It will tell you what kind of personality you have. It will also help you to understand children and to react to different situations."

(boy) 27 ". . . .rude, that is what I think of this class! About 40% of the children are not rude. About 60% are rude...the teachers are good except when one of the people gets a little too rude. There are about 3 girls who are rude and about 8 boys rude and about 4 boys and 4 girls here today who are not rude. They should of picked boys and girls who will take it serious. Look at their background to see how funny or something like that they are. I think Miss Ingledue, Mrs. Dean, and Mrs. Telego and Mrs. Goodwin are getting mad at these people. I couldn't even stand the people in it if I were them. Every little thing and every serious thing they would laugh at."

(boy) 28 ". . . .a real help to kindergarten and me! I like Teen Tutor and the working in the kindergarten class. The field trips have made me understand people and the places we thought were ruled like prisons, like Franklin Village and the Day Care Center. (Teen Tutor has changed me in a way, like when my sister would hit me for no reason at all I would know not to hit her back but to know she was just releasing some tension or she wanted some attention! I even seem to get along with mom and dad easier, not to say I never did, but to say I can talk to them better when I have a problem. Teen Tutor is a program I think will go far and I hope it will!"

(girl) 29 ". . . .Some of us have done our best and we understand the kindergartners, their feelings, their emotions, and their fear and hatred. I think this year has been worthwhile for us because our class has had the privilege to try to understand the children but most of all I think to understand the teachers. I said try because some of my classmates act the same way they did when they came into the program. Only now they are more outspoken and try to be comical. I think this has been one of the best years of my life and I know and understand the Teen Tutor Program."

APPENDIX C

PART II

To check on the validity of the Candid Comments obtained prior to the end of school, a letter was mailed to each Teen Tutor in June. Fourteen of thirty-seven were returned--a good return for any mailed questionaire and especially so for disadvantaged teenagers. Their comments seem to be honest, as were the earlier ones. Note the insight they reveal into themselves and the program.

NOW THAT SCHOOL IS OUT FOR THE SUMMER, I THINK THE TEEN TUTOR PROGRAM IS. . . .

(girl) 1 ". . . a program which should be continued next fall. I think everyone should have a chance to work with little kids and this program gives teens this chance. This program has helped me to underatand my little brother and all my nieces and nephews and to know a little more of what to expect from them. (They don't know everything and they can't play any one game for any long amount of time). . . .I think that the next time someone comes to the school to talk to the new seventh graders about the program, they should not just give the "good" points about it but they should also say that they will not be in the kindergarten all the time they are over there. They will spend a good part of their time in the library. I think that that was one of the reasons some of the kids in the program this time didn't like it very much. . .The man kept telling us how much fun we'd have and not enough things about the "work" we had to do. . . I enjoyed the program very much and next fall, if possible for the first grade, I would very much like to continue helping."

(boy) 2 ". . . .a very helpful program for both the Teen Tutors and for the kindergartners. I liked it very much. It helped me too. I learned how to talk to my brother who was in the same class I taught with others. When it was over my mom kept saying I changed quite a bit. It did a lot for me because of the two little ones in our family. If it's the same teachers and run the same way as it was this year, it will be very successful. They picked the best teachers they could."

(girl) 3 ". . . .Boring, from what we heard before we were going to be Teen Tutors-it was opposite of what it really was. . . We were going to be on TV and also we were going to be taking field trips about every week, but things weren't even like that. In the middle of it, it was getting fun but near the end again it was boring. It helped me in a sense where I'm more close with children and when I feel left out in a family situation, I can see why. . . It helped me learn about the growth of a baby. I liked best of all taking trips and testing the kindergartners. But what I hated was my teachers. But all together it wasn't so bad."

(girl) 4 ". . . . .a good program for the kindergarten but I don't think you should get seventh graders but ninth graders because they've had more chance to be around other children that aren't their brothers and sisters. It did help me in knowing about having children and how to make them mind. What I liked best was going in the kindergarten and teaching the children. What I liked least was when we had to write out our plans and give them to the teacher and then she would say whether it was any good and I didn't like being out of Social Studies and gym 'cause I felt that I don't know very much about them and when someone asked me a question I didn't know it. But going back to Teen Tutors, when you make your plans you do it to suit the kindergarten and yourself but the teacher says "no" and changes your plans all around. I don't think they should do it. So that's about all I have to say. But I don't think the teacher treated us like seventh graders but like babies."

(girl) 5 ". . . .dumb and queer and stupid. It might have helped the kindergartners but it sure didn't help me. The best part about it was being with the kindergartners. I hated the Teen Tutor Program. I pity the kids next year if they still have the same teachers, especially (teacher's name). I wish you'd show her that statement. It caused me to change in one way-I got meaner. Ask (another teacher's name). She knows cause she told my mom that. I sure hope my sister doesn't get mixed up with this $X@X!O program. That program was good for the kindergartners and if they had other teachers it would be better for the seventh graders. They wouldn't let us out of the program when we found we didn't like it. We had to stick to it and suffer."

(boy) 6 ". . .I think that out of all the people in my group only about three of us liked it, and I think that these three people got the most good out of it. It taught us how to think of somebody beside ourselves. The other people learned a lot but still didn't straighten up. In seeing the trouble the Teen Tutor teachers had in managing us sometimes, it made me admire them for their loyal help...But I'm glad to say I learned a lot about child development and behavior and all the other things we studied. . .I liked the teachers because they tried to treat everyone justly, and I disliked a few of the classmates. They didn't give the program a break. . .I think if the right students are chosen the program could be a huge success."

(girl) 7 ". . . not worth the time, effort, money, and Teen Tutors that were put into it. The money could have been used more wisely, maybe for better teachers. The children that were learning in the Teen Tutor Program would learn the material better over a period of time instead of cramming it into their heads and 99 out of 100 will not learn a thing! The Teen Tutors are not experienced enough to take on the job of teaching these children and them being so young they are not able to discipline the children. I think the only reason you used children for Teen Tutors was that you wanted to save money in teacher pay. I do not know why you asked for our opinion because I know you will not read the advice which is being given to you in the letters from the Teen Tutors."

(girl) 8 ". . . .fine. I think it was a success for the five-year-olds but I learned very little. I liked being with the kindergartners the most. The thing I liked least was talking about the field trips (teacher's name) took. . . . Yes, I changed along with everybody else in the class, how I don't know but we did change."

(girl) 9 ". . . .a very good program. It made me underatand my sister better. It was fun. But if we had had more equipment to work with, like when I wanted a tape recorder and I had signed up for it, there never was one. But all and all it is a good program and it is beneficial for the youth of our age to join. It gave me a little bit more understanding of a child. And I am glad I joined."

(girl) 10 ". . . . a success. I liked it very much. It helped me in a way of training children to count and things like tying shoes and other things. I learned how to train before going into first grade. It helped me to understand the children more. I liked the part when we got to work with the children and I didn't like when we had to have our tests."

(girl) 11 ". . . .a very educational program. People of all ages should take this course and learn more about their children and how they act. Now that summer is here, I can still use the information that I learned. I think it will help the kids that will be in Teen Tutors next year. I am now happy you picked me."

(girl) 12 ". . . .I liked it very much but very boring sometimes. I liked the way we got to go in the kindergarten. It was sickening when we had to take tests and read and write. I don't think they should make us write all the time. It's just like Math or English or Social Studies, always writing, taking tests over things. Some things were fun like taking trips, free time, and of course the kids we taught. But (teacher's name) picked her favorites (student's names) and the rest she yelled at constantly like me and (other student's names) when we were just trying to have fun. Only sometimes she picked on her favorites."

(boy) 13 ". . . . a very educational program and I was very happy with being in it. And I think it helped me in many ways, too many to list. I'm glad that it was so interesting that I can't think of a thing I disliked. I'm sorry about it being delayed so long. I hope to be able to be in the first grade program."

APPENDIX C

PART III

COMMENTS ABOUT THE PROGRAM BY MEMBERS OF THE TEACHING TEAM

1. "The program seems to be developing a sense of worth and responsibility within the Teen Tutors. They are beginning to understand the behavior of five year olds and how their actions influence the children's ideas and behavior. As far as the kindergartner's are concerned, they have benefited in several specific areas, especially math readiness. However, thus far the kindergartners have just seen what the teens happen to be interested in and want to present."

2. "The teens are really beginning to understand the five year old child by realistically adapting their ideas into practical activities in the kindergarten. The teens have been given many opportunities to improve their self-concept in ways that have nothing to do with grades. They have found that if they are to succeed in a proposed activity, it takes work and effort to make it successful. The kindergarten children have had more experiences than would have been possible in the regular program, such as (1) seeing how a kite is made and how to successfully fly one, (2) having more chances to carry out follow-up activities with books, (One teacher could not possibly carry out so many individual projects.) and (3) having more opportunity for small group discussion after film strips and movies. Also, home visitations have been of great value in understanding our kindergarten children."

3. "The program has enabled both the seventh graders and the kindergarten students to have a wide range of valuable experience that they otherwise might not have had. The seventh graders have been able to gain self-confidence by doing projects on their own, such as bird houses, homemade kites, puppet shows, and original stories with original illustrations. In addition they have been given the experience of deciding for themselves how to use their time and how to plan their own activities in order for their individual projects to work out satisfactorily. Of course, many of the children still need a great deal of direction, but the unstructured nature of the Teen Tutor classroom points out quickly and vividly to the teens the need to plan and organize in order to accomplish. The kindergartners, too, have been given more opportunities for a wider range of experience. Some of the children who had already progressed far beyond the math readiness of their classmates will be challenged further by a Teen Tutor helping them with more difficult math."

APPENDIX D

Comments on Observation

APPENDIX D

OBSERVATION

In section 1A under Major Project Objectives and Procedures for Evaluation, observation was discussed as an integral part of process evaluation. The observation so far indicates that the teachers are presenting the overall classroom climate in such a way that the students can be expected to learn the material. Moreover, they are being motivated by the material to understand themselves and other people around them. For more detailed information on observation, see the forms on pp. A-73 thru A-78. (Appendix I, Part V).

The evaluative observations of the program as previously stated have been conducted by a retired elementary school principal from the Columbus Public Schools. The procedure she followed for her observation in the Teen Tutorial Program generally follows the procedure below:

1. This observer is a non-participant, simply jotting down on the back of the observation form the appropriate information of what is taking place in a given activity. In essence, a running account of what has been happening during the activity. Now, by activity is meant a Team Teacher's instructing the total class or a small group, a small group of Teen Tutor's working together on a project or one or more Teen Tutor's working with on or more kindergartner's in the kindergarten classroom setting. As a non-participant observer she makes note of such pertinent information as the date, kind of activity, chronological order of activity in the day's schedule, length of time involved in the activity, number of Teen Tutors, and/or kindergartners involved, the team members involved, the basic statement of purpose as ascertained from either the project schedule posted on the door of the activity room or a statement from the Teen Tutor or Team Teacher.

2. The observer handles each given activity in the same manner. Upon completing all the activities for a given session, in other words after class time is over, she is to go through the evaluation process of each of the activities. There are four basic factors in her evaluation: (a) she attempts to determine the effectiveness of the teacher or Teen Tutor in working in the classroom setting; (b) the extent to which the Teen Tutors and/or kindergartners are motivated by the activity; (c) a rating of the overall climate for learning involved in all of the preceding plus extraneous factors. For each of these three basic kinds of information, she gets an indication of exactly what did happen, what enhanced the effectiveness, motivation, or climate for learning, and what hindered the effectiveness, motivation, or learning. After completing these separate but related kinds of observation, she gives a resume of the activity and a detailed evaluation of the activity itself. The forms are then relayed to the consultant-evaluator for analysis during and at the end of the program.

3. The last thing the observer does is to make a running schedule of the day's activities which she has observed, so that persons evaluating this material might have a concise record of what took place during the time observation was being made. Though shaky at first, this procedure seems to be working out rather well, and it appears that with the settling down of the instruments and the observer who is learning to use the instruments, we will begin to get process data which may be useful in determining change that may take place within the classroom setting or within individual persons, either kindergartners or Teen Tutors.

APPENDIX E

Comments on Parent Meetings

APPENDIX E

PART I

EXCERPTS FROM CO-SUPERVISOR'S FEBRUARY REPORT TO MR. BOTT

Both kindergarten teachers have become so impressed with Carol Dean's reports on visits to the homes of the Teen Tutors that they have arranged each to visit the homes of the kindergarten children enrolled in her section and have started the interviews with parents of kindergarten children.

Mrs. Dean completed the interviews with parents of teen tutors and planned the first meeting of these parents around (1) discussion of the Teen Tutor program (2) the viewing of a film and discussion of how the film had been used as a part of their children's education and (3) a tour of the program's quarters and facilities, and (4) a social hour. On the evening scheduled for this meeting, we had a blinding blizzard. Despite this fact, there was surprisingly good attendance in the district where it is difficult to get parents out for meetings.

I attended the meeting and was proud of the way the teachers put parents at ease. I had a chance to mingle with parents and talk with them. They seem to give the program whole-hearted support. For example, one father inquired why "a good thing like this isn't open to all seventh graders"; a mother asked "Why hasn't this program been introduced in our school before?"; another father said, "My boy used to just fight with or tease the younger kids. Now he pays them some good attention because he says he's learned why they act the way they do."

APPENDIX E, Part II

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

SCHOOL OF EDUCATION
John A. Ramseyer, *Director*

M. Karl Openshaw, *Associate Director*
Arliss L. Roaden, *Associate Director and Director of Graduate Studies*

At the May meeting of the parents of Teen Tutors, Dr. Robert Kaplan, Professor of Health Education, The Ohio State University, discussed sexuality and sex education. This topic was selected because the Teen Tutors are currently being given sex education at school.

Dr. Kaplan's informal manner and straightforward approach readily put parents at ease. They were interested and asked a number of questions. Dr. Kaplan handled each question skillfully to broaden the perceptions of the parents and elicit further questions.

During the social hour that followed, some of the parents browsed at the display of books suggested for them to read and discuss with their children. Three mothers and one father with whom I talked expressed appreciation for the meeting and their regret that many parents had missed it. Two of the mothers said that they were going to see that those who did not come learned what a good meeting they had missed.

Catharine M. Williams,
Part-time Co-Director

CMW:bl

THE OHIO STATE UNIVERSITY
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SCHOOL OF EDUCATION
JOHN A. RAMSEYER, Director

M. KARL OPENSHAW, Associate Director
ARLISS L. ROADEN, Associate Director and Director of Graduate Studies

May 2, 1967

Mr. John W. Bott,
Assistant Superintendent
South-Western City Schools
Grove City, Ohio

Dear Mr. Bott:

On two occasions recently, I have had an opportunity to talk informally with parents who have children in the Teen Tutorial Project.

After a film about the behavior of young children was shown to the parents of the kindergarten group on March 29, I talked with three mothers who were very explicit in saying that their children were benefitting from the program. One mother said that her daughter was showing more interest in attending kindergarten than previously and that she was indicating a strong interest in wanting to learn to read.

On April 13, after discussing a film with the parents of the Teen Tutors, I helped distribute the jackets and skirts to the children. Both the students and the parents were proud of this recognition. One mother asked about making this project a part of the high school program. Another mother commented that her daughter was more responsible about the home than she had been previously.

Of course, these are subjection observations but I thought you would like to know about them. Perhaps as parents realize that something favorable is happening to their children some of the parent attitudes toward their children may become more favorable than before.

Sincerely,

Collins Burnett
Consultant

CB:bl

APPENDIX E, Part IV

THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
1945 NORTH HIGH STREET
COLUMBUS, OHIO 43210

SCHOOL OF EDUCATION
John A. Ramseyer, *Director*

M. Karl Openshaw, *Associate Directo*
Arliss L. Roaden, *Associate Director*
and Director of Graduate Studies

I had an unusual opportunity to observe the behavior of parents and Teen Tutors on Thursday, April 13, when I presented a film dealing with adolescent behavior and afterwards discussed it with the parents. The discussion went well. Several of the parents related points in the film to their own children.

Later the jackets and skirts were presented to the Teen Tutors. Both the seventh graders and the parents reflected their pride in the recognition. It was obvious to the staff that this was a special occasion for each parent and youngster.

After the presentation, I talked informally with one mother who was not only pleased that her daughter had been recognized but commented that the project was helping her daughter assume more responsibility than before at home. She said she had noticed the change during the last few weeks in that her daughter seemed to put into practice with her younger brothers and sisters what she was learning in the work with the kindergarten group.

Collins Burnett

Collins Burnett,
Consultant

APPENDIX F

Comments by Team Teachers on Teen Tutors

APPENDIX F

PART I

COMMENTS BY TEACHING TEAM MEMBERS ABOUT TEEN TUTORS IN THE CLASSROOM

1. How have the teens reacted to the formalized classroom aspects of the program? Reactions have been as varied as the students personalities. Many were unaccustomed to extensive participation in planning. They did not seem to have developed much ability to be self-directing. At this writing the pilot program has been underway 10 weeks and a number of them have progressed considerably in self-direction and self-control. However, on occasion some few of them need authoritarian support. In general the teens have appeared most interested in those topics of discussion that directly concerned the kindergarten children or themselves, and of these two, they were most interested in talking about their own development. For example, the presentation on the Police Department was much less successful than my discussion of "your job future."

2. "Generally speaking, the teens have reacted positively to our classes; accepting their free time and using it constructively, controlling their emotions as they learn to understand them and putting forth a good deal of effort to meet the goals we have set together. There are, of course, students, situations, and days when many seem to be as immature or careless as the children they tutor."

APPENDIX F

PART II

COMMENTS BY TEAM MEMBERS ABOUT TEEN TUTORS IN THE KINDERGARTEN CLASSROOM

All four of the team members were asked to evaluate how well the Teen Tutors have been operating in the kindergarten setting. The indication seems to be that they are working extremely well, that they are accomplishing much more than could ever be accomplished without their help, and that they seem to be progressing in their abilities to work with the younger children.

1. "There has been a preponderance of successful experiences (at least for the poorer students) in the kindergarten setting. There have been only a very few kindergarten-teen situations which have not been very worthwhile for both parties."

2. "It would be safe to say that every teen has at one time or another reacted positively and creatively in his work with the kindergarten children. In fact, for some teens who have difficulty with self-control in the classroom situation, work in the kindergarten setting represents their major success in the program--they seem to suddenly become more mature, more controlled, and very effective in their work."

3. "Outwardly the teens have reacted positively to the kindergarten class. They appear to be sincere and eager to be of help to the kindergarten children."

4. "In the kindergarten setting, the teens tend to act more like adults."

APPENDIX G

Comments from Interviews with Parents of Teen Tutors

APPENDIX G

COMMENTS EXTRACTED FROM FINAL HOME INTERVIEWS WITH PARENTS OF TEEN TUTORS

1. "It has given my daughter much more confidence and helped her to make a better adjustment to school."

2. "My daughter now asks questions she wouldn't have at the beginning of the year, especially pertaining to sex."

3. "It helped my daughter to talk more freely about her problems."

4. "I think the program is showing the Teen Tutors a sense of responsibility, respect, and logic."

5. "My son has talked a great deal about the program and seems to have enjoyed it."

6. "My son is more affectionate, more self-confident, and more understanding toward his younger sister."

7. "He would have been more pleased with the program if he hadn't had to change math teachers and be teased by the boys."

8. "My son volunteered to help with the children at church. He increased in self-confidence and got along better with his brothers and sisters."

9. "I am pleased with the information on sex. My husband and I haven't told our son enough."

10. "Now my daughter doesn't want to miss school. I'm thankful for her getting the information on sex."

APPENDIX H

Comments from Interviews with Parents of Kindergartners

APPENDIX H

COMMENTS EXTRACTED FROM FINAL HOME INTERVIEWS OF PARENTS OF KINDERGARTEN CHILDREN

"(CHILD) seems to be better on the bus."

"(CHILD) is more cooperative with his brother and sister."

"(CHILD) minds better at home."

"There is marked improvement in (CHILD)'s use of words."

"(CHILD) understands children his age more now."

"A teen tutor has even helped my child at the skating rink."

"The nature emphasis by the Teen Tutor's is good."

"My child enjoys Teen Tutors very much."

"(CHILD) doesn't cry as much."

"(CHILD) really likes individual attention and talks of the Teen Tutors often."

"(CHILD) seems more grown up."

"(CHILD) expresses herself better."

"My child sings well."

"(CHILD) counts well."

"The Teen Tutors are a great help to my child."

"There is a closer relationship between (CHILD) and our family."

"Teen Tutors have helped my child."

"The help is good for the teachers to have in working with kindergartners."

"My child likes the program."

"(CHILD) talks plainer."

"(CHILD) is always talking about the Teen Tutors."

"My child looks forward to the Teen Tutors coming into the class."

APPENDIX I

Evaluation Instruments

APPENDIX I

PART Ia

Interview Outline for First Home Visit With Kindergarten Parents

Name:______________________________

1. Family Composition:

	Age	Marital Statue
Mother		
Father		

Children	Age	Grade		Age	Grade
1.			5.		
2.			6.		
3.			7.		
4.			8.		

2. Home:

a) Number of rooms:_______Urban__________________Rural_______________

b) K. Child's sleeping room: Alone___With Parents_______________________
With Sibs.__________________________

c) Books or magazines in home: Many_____Some_____None________________

d) Children's toys in home: Many________Some_______None______________

3. The Child:

a) Type of relationship with:

	Close	Dependent	Cooperative	Negative
Mother	______	______	______	______
Father	______	______	______	______
Brothers	______	______	______	______
Sisters	______	______	______	______
Others (specify)	______	______	______	______
Neighbor	______	______	______	______
Children	______	______	______	______

b) Who helps care for child?____

c) Health:

Illnesses __________ __________ __________ __________ __________

General __________ __________ __________ __________ __________

d) Use of words: good________ fair________ poor________

Non-verbal communication: good________ poor________

e) General behavior: such as: Plays alone__________

Toilet trained?________Eating Habits?________ Good_____Poor______

Sleeping habits? Good_______Problems_______Naps_________

Temper tantrums? None________ Some________

4. Has child enrolled in Head Start Program? Yes______No_______
If yes - parents attitude toward program:

Helpful__________ Indifferent__________ Negative_________

5. Did mother participate in Head Start Program?____________________

If so, how?______________________________________

6. Is mother willing to participate in group of kindergarten parents?

Yes_________ Maybe_________ No__________

7. Has mother visited kindergarten room? Yes________ No_________

8. What would she like to get out of a mothers' group?

IMPRESSIONS:

APPENDIX I

PART Ib

Interview Outline for Final Home Visit with Kindergarten Parents

Note: Family compositure and home facilities need not be recorded unless there are changes since the first home visit.

Name: ____________________

Is there an increased number of books in home? ________
Is there an increased number of toys in home? ________

The child

(a) Type of relationship with:

	Close	Dependent	Cooperative	Negative
Mother	____	____	____	____
Father	____	____	____	____
Brothers	____	____	____	____
Sisters	____	____	____	____
Others (specify)	____	____	____	____
Neighbor children	____	____	____	____

(b) Communication:

Use of words: Marked improvement______Some______None______
Non-verbal: Expressive ______Poor______

(c) General Behavior:

Play habits: Alone________ With others________
Toilet training: Good ________ Problems ________
Sleeping habits: None________ Problems ________
Temper tantrums: None ________ Some ________

Parent's Attitude

(a) Did mother attend parent meetings? Yes____No____
(b) Did father attend parent meetings? Yes____No____
(c) Did mother visit kindergarten class? Yes____No____
(d) Parent attitudes toward teen tutor Project: Enthusiastic____Indifferent____Negative____
(e) Parent suggestions for parent group meetings: Specify____
____

Impressions:

APPENDIX I

PART Ic

INTERVIEW OUTLINE FOR FIRST HOME VISIT WITH PARENTS OF TEEN TUTORS

CHILD'S NAME______________________________

1. Explain the purpose and scheduling patterns of the Teen Tutor Project.
   How the Teen Tutors can be helpful with young children and what they can learn from their experiences with the kindergarten children.

   What knowledge they should gain about how children grow and develop and about community resources to help people with certain common problems.

2. Explain that since this is a demonstration project only a small percent of the seventh graders were chosen to take part. If it proves valuable it may be expanded to other schools.

3. How do you (parents) feel about your child's participating in this project as a part of his seventh grade program?
   Enthusiastic________Indifferent________Negative________

4. Has your seventh grader discussed the project with you? Yes_____No_____

5. What is your seventh grader's attitude toward being a part of this project?
   Enthusiastic_________Indifferent_________Negative__________

6. Tell me about your seventh grader (name) and what is he like at home?
   a. What other children are in the home? Ages ______ ______ ______
      ______ ______ ______ ______

   b. Does he (she) help care for any pre-school children?
      Who____________________Where_________________________

      How often?_______________________

   c. What are his attitudes or feelings about doing this?
      Willing____________Indifferent___________Negative_____________

   d. Does he get paid for child care?
      Yes_____________Sometimes___________No_____________

   e. What tasks or duties does he (she) have in the home? (Such as wash dishes, clean room, yard work, child care, etc.)
      List:____________________,________________________,_________
      __________________,____________________,___________________.

   f. Does he perform these tasks:
      Willingly_______________Indifferently__________Negatively______

   g. How does he get along with family members?
      Mother Very good_____Fair_____Poorly_____Very Poorly______
      Father Very good_____Fair_____Poorly_____Very Poorly______
      Sisters Very good_____Fair_____Poorly_____Very Poorly______
      Brothers Very good_____Fair_____Poorly_____Very Poorly______
      Others (specify)
      ____________Very good_____Fair______Poorly_______Very poorly
      ____________Very good_____Fair______Poorly_______Very poorly

h. Does he take responsibility for his own actions? (Such as: when things go wrong; getting up on time; meals on time, etc.)
Willingly______________Indifferently__________Negatively_________

i. Is he able to organize his time?
Well____________ Fair______________ Poor______________

j. Can you depend upon him to carry out his duties without constant reminders or supervision ?
Yes__________ Sometimes____________ No____________

k. How does he usually respond to a request for help?
Willingly__________Indifferently__________Negatively___________

l. What are his particular interests?
List_______________,________________,_____________,____________

m. Does he have any idea what kind of job he would like when he finishes school?
____
____

n. What is your (parent's) attitude toward this choice?______________
____

7. What are your (parent's) goals for your teenager?
____

8. What would you like your 7th grader to learn or experience from this project?
____
____
____

9. Would you be willing to come to an informal meeting of parents of the Teen Tutors? ________________

10. What would your main interest be in such a meeting?

a. Discussion of the Teen Tutor's course___________

b. Observation of some typical activities with the kindergarten children_____________

c. Discussion of expectations of the various stages of child and teen age development__________________

d. Discussion with the team of teachers about your teen tutor's participation and progress in the program_____________

e. Discussion of relationship or communication problems of parents and teen agers________________

f. A social type meeting such as a supper or square dance___________

g. Films used in Teen Tutors course with discussion_____________

11. Would you need help with:
    a. Transportation to the meeting_______________
    b. Baby sitting during the meeting_____________

12. Most convenient time for the meeting:
    a. During regular P.T.A. meeting_______________
    b. 3:00 P.M.
    c. 4:00 P.M.
    d. 6:00 P.M. (supper)
    e. 7:00 P.M.
    f. 8:00 P.M.

IMPRESSIONS: (Brief comment on home, attitude of parents toward children, school, parent meetings, etc.)

TEEN-TUTORIAL PROJECT
CODE KEY
February, 1967

GENERAL INFORMATION CARD

Information	Code
Case Number	________
Student's Name	______________________________
Elementary School Attended	1____Finland 2____East Franklin 3____South Franklin 4____West Franklin
Sixth Grade I.Q.	___ ___ ___
Sex	1____Male 2____Female
Age (in years and tenths, 00.0	___ ___ ___
Race	1____White 2____Negro
Student Lives With:	1____Mother and Father 2____Mother Only 3____Father Only 4____Stepmother and Stepfather 5____Mother and Stepfather 6____Father and Stepmother 7____Other (Specify__________ Uncle, Aunt, Grandmother, Grandfather, no relationship)

Father's (or Stepfather's) First Name______________________________

Father's (or Stepfather's) Occupation______________________________
(Be Specific)

Father's (or Stepfather's) Marital Status
1______Married
2______Separated
3______Divorced
4______Widowed

Mother's (or Stepmother's) First Name______________________________

Mother's (or Stepmother's) Occupation______________________________

Mother's (or Stepmother's) Marital Status
1______Married
2______Separated
3______Divorced
4______Widowed

Occupation of Head of Household if Student Lives with #7 above.

____

APPENDIX I

PART Id

INTERVIEW OUTLINE FOR FINAL HOME VISIT WITH PARENTS OF TEEN TUTORS

CHILD'S NAME____________________________________

1. Explain that we are evaluating the Teen Tutor Project and would like their help.

2. How do you parents feel about your child's participation in the program?

   Enthusiastic_____________ Indifferent_____________ Negative___________

3. Did your child talk about his (her) experiences at home?
   If so:

   a. The work with kindergarten children____________
   b. The knowledge gained in the course____________
   c. Field trips_______________
   d. Other (specify)___________________________________

4. What was your seventh grader's attitude toward the project?

   Enthusiastic____________ Indifferent____________ Negative____________

5. Have you noticed any changes in his (her) attitude toward:

   a. Helping to care for children_______________

      If "yes", Positive____________ Negative___________

   b. School in general______________

      If so, Positive_____________ Negative___________

   c. Teachers______________________________________

      If so, Positive_____________ Negative___________

   d. Parents_____________________

      If so, Positive______________ Negative___________

   e. Feelings about themselves______________________________________

      If so, Positive______________ Negative____________

   f. Community Services______________

      Positive________________ Negative______________

6. What tasks or duties does he (she) have in the home? (Such as wash dishes, clean room, yard work, child care, etc.)

List: ______________, ________________, ____________________,

____________________________, ________________________.

Does he perform these tasks:

Willingly_________________ Indifferently____________Negatively__________

7. How does he get along with family members?

Mother Very good__________ Fair____________ Poorly_____Very Poorly____

Father Very good_________Fair___________Poorly_______Very Poorly_____

Sisters Very good_________Fair___________Poorly_______Very Poorly_____

Brothers Very good_________Fair___________Poorly_______Very Poorly_____

Others (specify)

___________Very Good_________Fair__________Poorly_________Very Poorly

___________Very Good_________Fair__________Poorly_________Very Poorly

8. Does he take responsibility for his own actions? (Such as: when things go wrong; getting up on time; meals on time, etc.)

Willingly______________Indifferently______________Negatively_____________

9. How is he able to organize his time?

Well________________Fair_________________Poor_________________

10. Can you depend upon him to carry out his duties without constant reminders or supervision?

Yes____________ Sometimes______________ No_______________

11. How does he usually respond to a request for help?

Willingly________________ Indifferently_____________Negatively__________

12. What are his particular interests?

List:_______________, _______________, __________________.

a. Does he have any idea what kind of job he would like when he finishes school? Specify: ____

____

b. What is your attitude toward this choice?

Positive________________ Indifferent____________Negative______________

c. What are your goals for your teen ager? Specify.

_________________________________,_________________________________

13. Criticisms you as parents have about the Teen Tutor program.

Specify_____________________________,_____________________________,

_________________________________,_____________________________.

14. Did either father or mother attend a parents' meeting?____________________

if yes, how many?___________

if no, why not?_____________________________________

a. Which type of meeting did you like best?____________________________

least?_________________________________

b. Suggestions for next year's parent meetings for the Teen Tutor Program.

____

____

IMPRESSIONS: (brief comment on parent attitudes toward programs, school, children, etc.)

PART II

Date________________________
Month Day Year

A JUNIOR HIGH SCHOOL STUDY

INTRODUCTION:

We are doing a study of teenage attitudes, and your opinions are an important part of the study. You can be of great help to us by carefully reading and accurately answering each question. Your help is extremely important to our study. All of the questions should be answered.

This questionnaire is in no sense an examination and has nothing to do with your school work. Though there are a few questions of fact, there is no right or wrong answer. Simply mark the one answer that expresses your feelings, your ideas. Don't be afraid to answer each question truthfully, because no one will see your completed questionnaire except the researchers. No student, teacher, principal, or parent will see your answers.

Your help in this study is greatly appreciated. Thank you in advance.

FILL IN THE FOLLOWING INFORMATION. PLEASE PRINT.

1-30 . . . Name____
Last First Middle

31-33 Birthdate________________________________
Month Day Year

34 Sex: Male_____ Female_____

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

35 . With whom do you live?

1____Mother and Father
2____Mother only
3____Father only
4____Stepmother and Stepfather
5____Mother and Stepfather
6____Father and Stepmother
7____Other. Please be specific. ______________________
(For example: Uncle and Aunt, Grandmother, etc.)

IF YOU CHECKED NUMBER 7 IN QUESTION 35, SKIP NOW TO QUESTION 44.

36-37 What kind of work does your father or stepfather do?__________
(For example: bricklayer, custodian, store clerk, service station attendant, brush salesman, etc. Be sure to put what he does--not where he works.)

38 Is your father or stepfather presently - (check only one)

1____married?
2____divorced?
3____separated?
4____widowed?

39 A. What is the last grade in school your father or stepfather completed? _____years
B. Has he completed any training other than high school?
1____Yes (answer C and D below.)
2____No (go on to question 40.)
C. If yes, how many years of training has he completed? ____years
D. What kind of training was it? ______________________
(For example: college, trade school, etc.)

40-41 What kind of work does your mother or stepmother do?__________
(For example: secretary, cook, store clerk, cashier, etc.)

42 Is your mother or stepmother presently - (check only one)

1____married?
2____divorced?
3____separated?
4____widowed?

43 A. What is the last grade in school your mother or stepmother completed? _____years
B. Has she completed any training other than high school?
1____Yes (answer C and D below.)
2____No (go on to question 44.)
C. If yes, how many years of training has she completed? ____years
D. What kind of training was it? ______________________
(For example: college, airlines, trade school, etc.)

GO ON TO THE NEXT PAGE.

44-45 If you checked #7 - "Other" - for question 35, please answer the three questions on this page for the head of your household. If you did not check #7 for question 35, please go on to the next page.

What kind of work does the head of the house do?__________________
(For example: bricklayer, custodian, store clerk, cook, service station attendant, hairdresser, etc. Be sure to put what he or she does--not where he or she works.)

46 Is the head of the house - (check only one)

1_____married?
2_____divorced?
3_____separated?
4_____widowed?

47 A. What is the last grade in school the head of the house completed?
_____years
B. Has he or she completed any training other than high school?
1_____Yes
2_____No
C. If yes, how many years of training has he or she completed? ______
D. What kind of training was it? ______________________________
(For example: college, trade school, etc.)

GO ON TO THE NEXT PAGE.

1. Is there any one person in particular you feel has a special interest in how well you do in school?

A_____Yes
B_____No

2. If yes, who is this person? (Please print the person's name in the correct blank space below.)

Friend ______________________________

Relative ______________________________

Counselor ______________________________

Teacher ______________________________

Other (specify) ______________________________

3. In what ways has this person influenced or helped you in school?

IF YOU FINISH BEFORE THE TIME LIMIT, PLEASE SIT QUIETLY.
DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Think about the students in this room who are also answering these questions. In the spaces provided for the next four questions, please print the name (first and last) of the student you would most like to work with in the first space and in the second space the name of the person who is your second choice. There are no right or wrong answers. Be sure to print only names of students who are in this room now.

4. With whom would you prefer to study for a final examination in English?

1.______________________________

2.______________________________

5. With whom would you prefer to serve on a committee planning a variety show for Finland Junior High School?

1.______________________________

2.______________________________

6. With whom would you prefer to plan a Hospitality Night for parents?

1.______________________________

2.______________________________

7. In case of an emergency such as a fire, whom would you prefer to have at your side fighting the fire?

1.______________________________

2.______________________________

GO ON TO THE NEXT PAGE

Circle the letter in front of the statement which best answers each question.

8. How do you rate yourself in school ability compared with your close friends?

   a. I am the best.
   b. I am above average.
   c. I am average.
   d. I am below average.
   e. I am the poorest.

9. How do you rate yourself in school ability compared with those in your class at school?

   a. I am among the best.
   b. I am above average.
   c. I am average.
   d. I am below average.
   e. I am among the poorest.

10. Where do you think you would rank in your class in junior high school?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

11. Do you think you have the ability to complete college?

   a. yes, definitely
   b. yes, probably
   c. not sure either way
   d. probably not
   e. no

12. Where do you think you would rank in your class in college?

   a. among the best
   b. above average
   c. average
   d. below average
   e. among the poorest

13. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think it is that you could complete such advance work?

   a. very likely
   b. somewhat likely
   c. not sure either way
   d. unlikely
   e. most unlikely

GO ON TO THE NEXT PAGE.

14. Forget for a moment how others grade your work. In your own opinion, how good do you think your work is?

    a. excellent
    b. good
    c. average
    d. below average
    e. much below average

15. What kind of grades do you think you are capable of getting?

    a. mostly A's
    b. mostly B's
    c. mostly C's
    d. mostly D's
    e. mostly E's

16. How important to you are the grades you get in school?

    a. very important
    b. important
    c. not particularly important
    d. grades don't matter to me at all

17. How important is it to you to be high in your class in grades?

    a. very important
    b. important
    c. not particularly important
    d. doesn't matter to me at all

18. How do you feel if you don't do as well in school as you know you can?

    a. very badly
    b. badly
    c. not particularly badly
    d. doesn't bother me at all

19. How important is it to you to do better than others in school?

    a. very important
    b. important
    c. not particularly important
    d. doesn't matter to me at all

20. Which statement best describes you?

    a. I like to get better grades than everyone else.
    b. I like to get better grades than almost everyone else.
    c. I like to get about the same grades as everyone else.
    d. I don't care about any particular grades.

GO ON TO THE NEXT PAGE.

21. In your school work, do you try to do better than others?

    a. yes, all of the time
    b. yes, most of the time
    c. occasionally
    d. never

22. How important to you are good grades compared with other aspects of school?

    a. Good grades are the most important thing in school.
    b. Good grades are among the important things in school.
    c. Some other things in school are more important than good grades.
    d. Good grades don't matter to me at all.

Now we would like you to answer some of the same questions again, but this time about four different subjects which you are now taking or have taken in the past.

Put an "X" on the line under the heading which best answers the question. Put an answer for all four subjects. (You will have one "X" for each subject.)

23. How do you rate your ability in the following school subjects compared with your close friends?

	I am the poorest	I am below average	I am average	I am above average	I am the best
Mathematics	____	____	____	____	____
English (Reading)	____	____	____	____	____
Social Studies	____	____	____	____	____
Science	____	____	____	____	____

24. How do you rate your ability in the following school subjects compared with those in your class at school?

	I am the poorest	I am below average	I am average	I am above average	I am the best
Mathematics	____	____	____	____	____
English (Reading)	____	____	____	____	____
Social Studies	____	____	____	____	____
Science	____	____	____	____	____

GO ON TO THE NEXT PAGE.

25. Where do you think you would rank in your junior high school graduating class in the following subjects?

	I am the poorest	I am below average	I am average	I am above average	I am the best
Mathematics	____	____	____	____	____
English (Reading)	____	____	____	____	____
Social Studies	____	____	____	____	____
Science	____	____	____	____	____

26. Do you think you have the ability to do college work in the following subjects?

	no	probably not	not sure either way	yes, probably	yes, definitely
Mathematics	____	____	____	____	____
English (Reading)	____	____	____	____	____
Social Studies	____	____	____	____	____
Science	____	____	____	____	____

27. Where do you think you would rank in your college class in the following subjects?

	among the poorest	below average	average	above average	among the best
Mathematics	____	____	____	____	____
English (Reading)	____	____	____	____	____
Social Studies	____	____	____	____	____
Science	____	____	____	____	____

GO ON TO THE NEXT PAGE.

28. How likely do you think it is that you could complete advanced work beyond college in the following subjects?

	most unlikely	unlikely	not sure either way	somewhat likely	very likely
Mathematics	___	___	___	___	___
English (Reading)	___	___	___	___	___
Social Studies	___	___	___	___	___
Science	___	___	___	___	___

29. Forget for a moment how others grade your work. In your own opinion, how good do you think your work is in the following school subjects?

	much below average	below average	average	good	excellent
Mathematics	___	___	___	___	___
English (Reading)	___	___	___	___	___
Social Studies	___	___	___	___	___
Science	___	___	___	___	___

30. What kind of grades do you think you are capable of getting in the following subjects?

	mostly A's	mostly B's	mostly C's	mostly D's	mostly E's
Mathematics	___	___	___	___	___
English (Reading)	___	___	___	___	___
Social Studies	___	___	___	___	___
Science	___	___	___	___	___

GO ON TO THE NEXT PAGE.

Please answer the following questions as you think your PARENTS would answer them. If you are not living with your parents, answer for the family with whom you are living.

Circle the letter in front of the statement that best answers each question.

31. How do you think your parents would rate your school ability compared with other students your age?

    a. among the best
    b. above average
    c. average
    d. below average
    e. among the poorest

32. Where do you think your parents would say you would rank in your class in junior high school?

    a. among the best
    b. above average
    c. average
    d. below average
    e. among the poorest

33. Do you think that your parents would say you have the ability to complete college?

    a. yes, definitely
    b. yes, probably
    c. not sure either way
    d. probably not
    e. definitely not

34. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think your parents would say it is that you could complete such advanced work?

    a. very likely
    b. somewhat likely
    c. not sure either way
    d. somewhat unlikely
    e. very unlikely

35. What kind of grades do you think your parents would say you are capable of getting in general?

    a. mostly A's
    b. mostly B's
    c. mostly C's
    d. mostly D's
    e. mostly E's

GO ON TO THE NEXT PAGE.

36. How far do you think your parents expect you to go in school?

    a. They expect me to quit as soon as I can.
    b. They expect me to go to high school for a while.
    c. They expect me to graduate from high school.
    d. They expect me to go to secretarial or trade school.
    e. They expect me to go to college for a while.
    f. They expect me to graduate from college.
    g. They expect me to do graduate work beyond college.

37. In general, would your parents say you are doing as well in school as you are capable of doing?

    a. yes, definitely
    b. yes, probably
    c. not sure either way
    d. probably not
    e. definitely not

38. What grade do you think your parents would say you are capable of getting in mathematics?

    a. A
    b. B
    c. C
    d. D
    e. E

39. What grade do you think your parents would say you are capable of getting in English?

    a. A
    b. B
    c. C
    d. D
    e. E

40. What grade do you think your parents would say you are capable of getting in social studies?

    a. A
    b. B
    c. C
    d. D
    e. E

41. What grade do you think your parents would say you are capable of getting in science?

    a. A
    b. B
    c. C
    d. D
    e. E

GO ON TO THE NEXT PAGE.

Think about your CLOSEST FRIENDS, the people your own age whom you like best--whether or not they are presently in this room.

Who are these people you like best? (Print only 1-3 names.)

____

____

____

Now please answer the following questions as you think your CLOSEST FRIENDS would answer them.

Circle the letter in front of the statement which best answers each question.

42. How do you think your closest friends would rate your school ability compared with other students your age?

    a. among the best
    b. above average
    c. average
    d. below average
    e. among the poorest

43. Where do you think your closest friends would say you would rank in your class in junior high school?

    a. among the best
    b. above average
    c. average
    d. below average
    e. among the poorest

44. Do you think your closest friends would say you have the ability to complete college?

    a. yes, definitely
    b. yes, probably
    c. not sure either way
    d. probably not
    e. definitely not

45. I order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think your closest friends would say it is that you could complete such advanced work?

    a. very likely
    b. somewhat likely
    c. not sure either way
    d. somewhat unlikely
    e. very unlikely

GO ON TO THE NEXT PAGE.

46. What kind of grades do you think your closest friends would say you are capable of getting in general?

a. mostly A's
b. mostly B's
c. mostly C's
d. mostly D's
e. mostly E's

47. How far do you think your closest friends expect you to go in school?

a. They expect me to quit as soon as I can.
b. They expect me to go to high school for a while.
c. They expect me to graduate from high school.
d. They expect me to go to secretarial or trade school.
e. They expect me to go to college for a while.
f. They expect me to graduate from college.
g. They expect me to do graduate work beyond college.

48. In general, would your closest friends say you are doing as well as you are capable of doing in school?

a. yes, definitely
b. yes, probably
c. not sure either way
d. probably not
e. definitely not

Think about your favorite teacher--the one you like best--the one you feel is most concerned about your school work.

What is this teacher's name? ______________________________

What subject(s) do you have this teacher for? ______________________________

____

Now answer the following questions as you think this TEACHER would answer them.

Circle the letter in front of the statement which best answers each question.

49. How do you think this teacher would rate your school ability compared with other students your age?

a. among the best
b. above average
c. average
d. below average
e. among the poorest

GO ON TO THE NEXT PAGE.

50. Where do you think this teacher would say you would rank in your class in junior high school?

    a. among the best
    b. above average
    c. average
    d. below average
    e. among the poorest

51. Do you think that this teacher would say you have the ability to complete college?

    a. yes, definitely
    b. yes, probably
    c. not sure either way
    d. probably not
    e. definitely not

52. In order to become a doctor, lawyer, or university professor, work beyond four years of college is necessary. How likely do you think this teacher would say it is that you could complete such advanced work?

    a. very likely
    b. somewhat likely
    c. not sure either way
    d. somewhat unlikely
    e. very unlikely

53. What kind of grades do you think this teacher would say you are capable of getting in general?

    a. mostly A's
    b. mostly B's
    c. mostly C's
    d. mostly D's
    e. mostly E's

54. How far do you think this teacher expects you to go in school?

    a. He (she) expects me to quit as soon as I can.
    b. He expects me to go to high school for a while.
    c. He expects me to graduate from high school.
    d. He expects me to go to secretarial or trade school.
    e. He expects me to go to college for a while.
    f. He expects me to graduate from college.
    g. He expects me to do graduate work beyond college.

55. In general, would this teacher say you are doing as well as you are capable of doing in school?

    a. yes, definitely
    b. yes, probably
    c. not sure either way
    d. probably not
    e. definitely not

GO ON TO THE NEXT PAGE.

Now we would like you to remember how well you did in school before this year (seventh grade.

56. In general, what kind of grades do you remember getting in school before the seventh grade?

    a. mostly A's
    b. A's and B's
    c. mostly B's
    d. B's and C's
    e. mostly C's
    f. C's and D's
    g. mostly D's
    h. D's and E's
    i. mostly E's

57. In general, how good do you think your work in school was before the seventh grade?

    a. very good
    b. above average
    c. average
    d. below average
    e. much below average

58. How good do you think your work in these school subjects was before the seventh grade? (answer once for each subject.)

	very good	above average	average	below average	much below average
Mathematics	____	____	____	____	____
English (Reading)	____	____	____	____	____
Social Studies	____	____	____	____	____
Science	____	____	____	____	____

59. What grades do you remember getting in the following subjects before the seventh grade? (circle the letter grade for each subject.)

Mathematics	A	B	C	D	E
English (Reading)	A	B	C	D	E
Social Studies	A	B	C	D	E
Science	A	B	C	D	E

GO ON TO THE NEXT PAGE.

We would now like to know how you feel about some things concerning school. There are no right or wrong answers, just circle the answer you think is correct.

60. A person's feelings about school affect his work.

    a. True
    b. False

61. A person has attitudes about himself which he gets from other people.

    a. True
    b. False

62. If a person feels good about how he will do in a school subject, then he will do well in it.

    a. True
    b. False

63. Education is valued by many people such as parents, teachers, and friends.

    a. True
    b. False

64. There are many people who are concerned about how well we do in school.

    a. True
    b. False

65. Some tests, such as I.Q. tests, are often emphasized too much, since I.Q. tests only measure what we know.

    a. True
    b. False

66. Most people can really do better in school than they are doing.

    a. True
    b. False

THE END. PLEASE SIT QUIETLY WHILE THE OTHERS ARE FINISHING. YOU MAY READ OR STUDY IF YOU DO NOT DISTURB THE OTHER STUDENTS.

APPENDIX I

PART III

Date________________

A JUNIOR HIGH SCHOOL STUDY

PLEASE PRINT

NAME____
Last First Middle

This is not a test. There are no right or wrong answers. The reason for asking these questions is to find out how boys and girls like you really feel about things. We want your honest answers to these questions.

This questionnaire is in no sense an examination and has nothing to do with your school work. Simply mark the one answer that expresses your feelings, your ideas. Don't be afraid to answer each question truthfully, because no one will see your completed questionnaire except the researchers. No student, teacher, principal, or parent will see your questionnaire.

Read each statement very carefully and circle the single answer which best tells how you feel about the statement. Circle STRONGLY AGREE, AGREE, UNDECIDED, DISAGREE, or STRONGLY DISAGREE, whichever you feel is the closest to your feelings about the statement.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

1. I am not smart enough to go to college.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

2. Most teachers never really give a kid a break.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

3. Most teachers don't like me.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

4. Most teachers like to teach school.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

5. I am proud of my school.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

6. Most kids don't have as much trouble learning as I do.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

7. Most teachers try to treat all kids fairly.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

8. Grownups don't really think school does any good.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

9. I like most of my teachers.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

10. Most teachers really know the subjects they teach.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

11. Going to school keeps a lot of kids out of trouble.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

12. I am smarter than most of the other kids in the seventh grade.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

13. Most teachers are often unfair.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

GO ON TO THE NEXT PAGE

14. Education helps you to understand the world around you.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

15. It is usually the teacher's fault when I get into trouble at school.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

16. I enjoy going to school.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

17. I am smart enough to become a doctor or lawyer.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

18. Most teachers understand kids.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

19. School makes you feel like you're important.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

20. Teachers often fuss at me for no reason.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

21. Most teachers have trouble making school work interesting.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

22. Homework is a waste of time.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

23. I am not really smart enough to do well in school.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

24. Teachers should not correct kids in front of other kids.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

25. Making more money is the main reason for getting an education.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

26. My teachers think I am headed for serious trouble.

STRONGLY AGREE   AGREE   UNDECIDED   DISAGREE   STRONGLY DISAGREE

GO ON TO THE NEXT PAGE.

27. I feel very bad when I don't pass a test.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

28. Most teachers are too strict with their kids.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

29. The only advantage in going to school is to get a better job.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

30. I would like to tell most of my teachers what I really think of them.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

31. Most teachers try to help kids with their school work as much as possible.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

32. Most teachers like kids.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

33. Teachers often take advantage of me.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

34. Most teachers are very good at teaching.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

35. Most school work is too hard for me.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

36. Most teachers enjoy paddling kids.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

37. Kids should be permitted to quit school at any age.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

38. School is a place where a kid must obey a lot of unnecessary rules.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

39. Most policemen don't care what happens to kids.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

GO ON TO THE NEXT PAGE.

40. Policemen have no right to tell kids what to do.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

41. It doesn't take very much ability to be a policeman.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

42. Laws protect the rights of kids.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

43. There are too many laws.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

44. Most policemen like to help kids.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

45. Life would be better if there were not so many policemen.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

46. Most policemen are poorly trained for their job.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

47. The law always works against a kid, never for him.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

48. It is all right to break the law if you don't get caught.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

49. Most policemen like to pick on kids.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

50. Policemen have too much authority.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

51. Most policemen are pretty nice guys.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

52. Laws are only made to give kids a hard time.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

GO ON TO THE NEXT PAGE.

53. Laws are made to be broken.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

54. Most policemen don't understand a kid's problems.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

55. Without policemen it would not be safe to walk the streets.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

56. Most policemen like to act tough.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

57. Almost everything that is fun for a kid to do is against the law.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

58. All laws should be obeyed.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

59. Most policemen don't give kids a chance to explain.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

60. We need more policemen.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

61. Most policemen are honest.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

62. Laws are harder on kids than on adults.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

63. Laws should be enforced more strictly.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

64. Once a kid gets into trouble, the police keep on hounding him.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

65. I would like to be a policeman.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

GO ON TO THE NEXT PAGE.

66. We would be better off if there were not so many laws.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

67. Most policemen go out of their way to keep a kid out of trouble.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

68. Policemen should be paid more for their work.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

69. We should obey the law even though we criticize it at times.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

70. Policemen are easier on rich kids than on poor kids.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

71. Everyone breaks the law from time to time.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

72. Most policemen are careful not to arrest innocent kids.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

73. A teenage boy should always tiptoe around the house.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

74. Girls should not have hot rods.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

75. People should only keep promises when it is to their benefit.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

76. Doing a good job makes a person feel good.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

77. Good manners are for sissies.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

78. Finders keepers; if a person loses something, it belongs to the one who finds it.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

GO ON TO THE NEXT PAGE.

79. It's mostly luck if one succeeds or fails.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

80. It's more fun going to a playground than hanging around the street corner.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

81. Don't let anybody your size get by with anything.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

82. It's worth practicing to get good at something.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

83. Money is meant to be spent.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

84. Loafing is a waste of time.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

85. It makes no difference whether you work or go on relief, just so you get along.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

86. If it takes ten years to work up to a better job, it's still worth it.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

87. I should work hard only if I am paid enough for it.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

88. Being tough is a foolish way to act.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

89. The only person I ought to be responsible for is myself.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

90. People shouldn't buy anything unless they can pay cash for it.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

GO ON TO THE NEXT PAGE.

91. When I think about doing something against the law (such as stealing or shoplifting), I stop because it would make my friends turn their backs on me.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

92. When I think about doing something against the law (such as stealing or shoplifting), I stop because it would make my minister or priest unhappy.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

93. When I think about doing something against the law (such as stealing or shoplifting), I stop because I know it would upset my parents.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

94. When I think about doing something against the law (such as stealing or shoplifting), I stop because my teachers and principal would hold it against me.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

95. When I think about doing something against the law (such as stealing or shoplifting), I stop because I am afraid the police would catch me.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

96. When I think about doing something against the law (such as stealing or shoplifting), I stop because it would get me in bad with my relatives.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

If you were to think about doing something against the law (such as stealing or shoplifting), which of the following things would be most likely to stop you from doing this? Place a "1" by the one most likely to stop you, a "2" by the one next most likely to stop you, a "3" by the one next most likely, etc., all the way to a "6" by the one that is least likely to stop you. Use each number, 1 through 6, only once, giving a different number to each statement.

_____ It would make my friends turn their backs on me.

_____ It would make my minister or priest unhappy.

_____ It would upset my parents.

_____ My teachers and principal would hold it against me.

_____ I would be too afraid the police would catch me.

_____ It would get me in bad with my relatives.

THE END. Please sit quietly while the others are finishing. You may read or study if you do not disturb the other students.

APPENDIX I

PART IV

Date ____________________

A JUNIOR HIGH SCHOOL STUDY

PLEASE PRINT

NAME ____

Last First Middle

This is a questionnaire about teenagers and their everyday lives. Just follow carefully the instructions for each set of questions, and please answer every question. Do not be afraid to answer each question truthfully, because no one will see your completed questionnaire but the researchers. No student, teacher, principal, or parent will see your answers.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

The following items are about what you would do if you were in the imaginary situations. Be honest - check the answer which best describes what you would do.

---

1. John is a kindergarten child who often hits other children. What would you do if John did this while you were in his class?

1___hit John right away so he would learn how it feels

2___have a talk with John and his parents to try to find out why John wants to hit other children

3___ask John's parents to punish him when he gets home from school

4___put John off by himself and make him work alone after he hits someone

2. Jerry is a real "eager beaver" in kindergarten. Once in a while he gets so excited, he forgets to raise his hand before speaking. What would you do if Jerry spoke out without raising his hand?

1___tell him to shut up

2___tell him he is rude

3___smack him in the mouth

4___remind him to raise his hand

3. Jane simply refuses to join in with the other kindergarten children in singing. What would you do?

1___make her sing a solo

2___have the class sing a song Jane particularly likes

3___ignore Jane

4. Kindergarten children love to share their thoughts with others, but Steve is a blabbermouth. One day he kept on talking so long that the other children lost interest. What would you do with Steve?

1___try to cut him off tactfully

2___let him talk as long as he likes

3___set a time limit of two minutes for all students

5. One day, while you are reading a story to a group of kindergarten children, Alice is disturbing her neighbor. What would you do?

1___yell at Alice until she quits

2___tell her you are waiting for her to settle down

3___shake her so she will not do it again

GO ON TO THE NEXT PAGE.

6. During a kindergarten class activity, Suzie gets sick and throws up. How would you react to this situation?

   1___get mad at her

   2___get sick yourself

   3___call on the intercom for the janitor and comfort Suzie

   4___send Suzie for the janitor

7. Mike is a sweet kindergartener, but he is so clumsy. While painting one day, he spilled paint all over the table, himself, and the floor. What would you do?

   1___help Mike clean up the mess

   2___fuss at Mike for being clumsy

   3___make Mike clean up his own mess

8. Ben, a seventh grader, shows off constantly and does almost anything to attract attention. If you were one of his parents, what would you do?

   1___try to make him ashamed of this behavior

   2___try to find out what causes this behavior

   3___discipline him for this childish behavior

   4___realize that he will outgrow this behavior

9. Your mother picks you up in the evening from a friend's house. Wow! Are you ever hungry!! As you get into the car, you blurt out - "Mom, what are we having to eat tonight?" She replies - "Shut up! You will have something to eat!" How would you react?

   1___get angry and shout at her

   2___try to be nice to her for she is tired after a hard day and will be nicer when she is rested

   3___not speak to her until you go to bed because you are afraid she is still mad at you for something you did wrong

10. It is your turn to help wash the dishes, but, "Oh, gee! My favorite TV program is just coming on!" What do you do?

   1___argue that it is not your turn

   2___order your younger brother to do it under a threat that you will beat him up

   3___pretend you are sick and do not feel well enough to help

   4___accept your responsibilities and do the dishes

GO ON TO THE NEXT PAGE.

11. The Scouts are going on a week-end camping trip. Your father wants to give you permission to go, but your mother does not--so they begin quarreling. What would you do?

1___join in the argument, siding with your father

2___go quietly to another room and wait for their final decision

3___bully your sister because you are angry at your mother

4___cry and beg your mother to let you go

12. Your parents seem to give your younger brother (real or imaginary) much more attention than they give you. If you felt this way, what would you do?

1___talk it over with your parents so they would understand you better

2___refuse to do anything for your parents since they like your brother more

3___push your brother around to show him you are more important than he is

13. Marty's mother is ill and had to give up her job. His parents do not have enough money to get along without the help from Marty's paper route money. They can get along and let him keep 25 cents a week for his personal use. What would you do if you were Marty?

1___make the best of the situation and in other ways show how helpful you can be

2___give up the paper route if you can't have the money you earn

3___point out that your mother's illness isn't your fault and that the family isn't your responsibility

4___suggest that your parents try to get help from a social agency instead of expecting your help.

14. In her last school Ann had trouble making friends. When she came to her new school she thought the children seemed quite friendly. However, now she is having trouble making friends again. What would you do if you were Ann?

1___try to find ways to have a good time all by yourself

2___try not to feel bad because you have no friends

3___try getting help in learning how to make friends from a school counselor or a teacher

4___try to keep the other kids from knowing that you do not have any friends

GO ON TO THE NEXT PAGE.

15. While working on a group project in class, you notice that James smells as if he needed a bath. How would you react to this situation?

1___leave the group and refuse to work in it while James is in it

2___concentrate on your work and try to overlook James' smell

3___ask James to leave the group

4___look at James and hold your nose

16. On your way to the office one day, you see Jack break a window. Later on you hear that George is being expelled for breaking the window, but you know that he did not do it. What would you do?

1___forget it

2___tell Jack you saw him and will turn him in if he doesn't give you a dollar

3___tell Jack you saw him break the glass and that either he tells the principal or you will

4___tell all of your friends that Jack broke the window

17. Duke wants Tommy to go out for basketball with him, but Tommy is really clumsy and would be embarassed to try out. In fact, he does not even like to play basketball. How would you handle this situation if you were Tommy?

1___tell Duke you are clumsy and do not like to play basketball

2___tell Duke your parents will not allow you to play even though you never really asked them

3___tell Duke the coach has it in for you and you would not stand a chance

4___tell Duke you could not practice because you have to work, although the work could be done later

18. On the way back from a class field trip, the bus stops at a restaurant. Amy would like to buy a hamburger along with her friends, but she only has a dime. What would you do if you were Amy?

1___pretend you are sick and stay on the bus

2___go in with your friends and buy something costing a dime

3___buy something for a dime and tell your friends you are not hungry, even though you are

GO ON TO THE NEXT PAGE.

19. Buddy is a free-loader. He likes to work with a group of good students so he can goof off. Most of the time he does not do his share in group work. What would you do if you were in Buddy's group?

1___do his share of the work and say nothing

2___politely insist that he do his share of the work

3___let his share of the work go unfinished

4___complain to the teacher that he is not doing his share of the work

20. One of your best friends, Linda, is running for class secretary. She keeps on asking you to vote for her, but you do not think she would be a good secretary. What would you do?

1___vote for Linda because she is one of your best friends

2___not vote at all

3___vote for Suzie and brag to Linda that you did not vote for her

4___vote for Suzie because you think she would make the better secretary

GO ON TO THE NEXT PAGE.

Here are several pairs of short statements. Place a check mark in front of the statement in each pair that best describes the typical five-year-old.

1	___very talkative	___not very talkative
2	___cannot tell a story in sequence	___can tell a story in sequence
3	___often cannot distinguish between reality and fantasy	___usually distinguishes between reality and fantasy
4	___still need to experience things with his senses	___can now thinkabout a thing without experiencing it with his senses
5	___his play is original	___his play is imitative
6	___prefers to play in a group	___prefers to play alone
7	___enjoys large muscle activities	___no longer enjoys large muscle activities
8	___attention span is still limited	___can enjoy an activity for an hour at a time
9	___is matter of fact	___is imaginative
10	___is agreeable, easy to get along with	___is selfish and stubborn
11	___is not yet ready to conform	___conforms well
12	___enjoys the rhythm of poetry	___cannot yet enjoy poetry

GO ON TO THE NEXT PAGE.

Below are several pairs of statements. Place a check mark in front of the statement in each pair that best describes persons in their early teens.

13	___acceptance by adults is far more important than acceptance by age-mates	___to be accepted by one's age-mates is very important
14	___moody, very sensitive	___even dispositioned
15	___graceful, usually poised	___awkward, self-conscious
16	___ravenous appetite, eats whenever possible	___appetite same as that of adults
17	___needs approval	___approval means little
18	___painfully anxious to be different from age-mates	___painfully anxious to conform to peer group even in dress, manners, and speech
19	___often strives to be like an adult whom he selects as a model	___strives to develop his own pattern of behavior
20	___enjoys the company of members of the opposite sex	___prefers the company of his own sex at all times
21	___handles motor skills with ease	___finds motor skills difficult
22	___often wants privacy, a room of his own	___wants to spend all of his time with the gang
23	___often preoccupied with clothes and appearance	___does not care how he looks to others
24	___adolescence begins on the average two years earlier in girls than in boys	___boys and girls reach each stage of maturity at about the same age
25	___has a generally favorable self-concept	___often has unfavorable self-concept
26	___is antagonistic and uncooperative	___is cooperative and considerate of others
27	___easily fatigued and lacks energy	___never fatigued and full of life
28	___often feels misunderstood and imposed upon	___seldom argues or finds fault
29	___enjoys stories of heroes, prowess, and romance	___enjoys factual accounts of current news and history
30	___excels in all school subjects	___excels in studies that he enjoys

GO ON TO THE NEXT PAGE.

Check below those services that are offered by community agencies.

31 ___help for alcoholics

32 ___help for people who need transportation

33 ___help for people who are mentally ill

34 ___help for everyone who asks for it

35 ___help for husbands and wives who fight

36 ___help for people who do not have all the clothes they want

37 ___help for people who cannot find work

38 ___help for children who are left alone because parents are ill, in jail, or dead

Check below those services that are provided by the local health department.

39 ___nursing care for the needy

40 ___financial assistance

41 ___sanitation control

42 ___clothing for the needy

43 ___street beautification

44 ___sewage and water control

45 ___control of communicable diseases

GO ON TO THE NEXT PAGE.

The following questions or statements have several alternate answers. Select the one that is the best answer. Put a check mark in the space by that answer.

---

1. Human beings grow most rapidly

   1___during their first year of school.

   2___during their first year of life.

   3___during their junior high years.

   4___during the years from 6 to 12.

2. For the same sort of misbehavior

   1___the same discipline should be used for all children.

   2___the same discipline should be used for all children of the same age.

   3___the method of discipline should be selected according to the type of child and his maturity.

   4___the method used should be the one the particular child fears most.

3. When helping a kindergarten child who uses poor language such as "I ain't got no red crayon," the best way to help his is to

   1___tell him that he must say, "I haven't any red crayon."

   2___ask him to repeat, "I haven't any red crayon" several times.

   3___just say, "That's right. You haven't any red crayon. Here, now you have some red crayon."

   4___give him the crayon and say nothing.

4. The best way to help a young child learn a new skill is to

   1___encourage and praise him for effort and even a little success.

   2___point out how well the other children are doing.

   3___praise him only when he can perform successfully.

   4___have a child who performs well show him how to perform.

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5. The speech development of the pre-schooler is greatly influenced by

1___the way persons in his household respond to his attempts to communicate with them.

2___how many people live in his household.

3___the toys that he has.

4___the way he is allowed to play.

6. If you know much about human behavior you know that

1___the same behavior always has the same cause.

2___two children may behave exactly alike but for very different reasons.

3___a child's behavior cannot be accounted for.

4___it is hard to change a person's behavior.

7. When a teenager's emotional needs are not being fully satisfied, he may

1___use illness as an excuse.

2___brag a great deal

3___avoid situations he does not like

4___all of the above

5___none of the above

8. It is known that

1___all boys and girls grow up at the same rate.

2___each person grows at his own rate and according to his own pattern.

3___there is no pattern of human growth and development.

4___boys usually mature at an earlier age than girls do.

9. We should be slow to condemn a person for behavior that is different from what is familiar and expected because

1___a person may have inherited his behavior.

2___it is unkind and discourteous to criticize other people.

3___the person may not have learned what is considered correct behavior in the situation in question.

4___there is a reason for all behavior.

GO ON TO THE NEXT PAGE.

10. A child can grow and develop normally only if he feels that his family and friends

1___love him even when his behavior is not socially acceptable.

2___love him only when his behavior is socially acceptable.

3___love him when he does what they want him to do.

4___love him enough to let him do much as he pleases.

11. Which of the following facts help make you what you are?

1___the country in which you are born

2___the section of the country in which you live

3___the community in which you live

4___all of the above

5___none of the above

12. A courteous person is chiefly concerned about

1___following the rules of etiquette.

2___giving others pleasure and putting other people at ease.

3___doing what his friends want him to do.

4___frankly and honestly saying exactly what he thinks.

13. The principal reason for most conflicts between teenagers and their parents is

1___poor communication.

2___that neither parents nor teenagers will give in.

3___that parents forget the problems teenagers have.

4___that teenagers are no longer children and are not yet adults.

14. In our country

1___all families usually have about the same values and goals.

2___the goals and values of families may be very different.

3___families with the same amount of money have about the same goals.

4___families of the same heighborhood are likely to have the same values and goals.

GO ON TO THE NEXT PAGE.

15. The best way to react if someone's behavior is different than might be expected is to

1___tell him his behavior is wrong.

2___ignore him until he learns to act as others do.

3___try to make him ashamed of his behavior so he will change.

4___try to learn what makes him behave as he does.

16. Teenagers should learn

1___never to express their emotions.

2___mature and acceptable ways of expressing emotions.

3___that it is wrong to feel angry or jealous.

4___that it is all right to show others exactly how one feels.

17. The friends that teenagers choose

1___are not too important since he will probably make different friends as he gets older.

2___can greatly influence his future relationships with other people.

3___cannot greatly influence his relationships with others.

4___should all be about the same age.

GO ON TO THE NEXT PAGE.

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You are to circle T (True) or F (False) beside each of the following questions.

T F 1. A child is born either with or without the ability to get along well with other people, and there is nothing that he can do about the matter.

T F 2. As a five-year-old explores with his mind and actions, persons around him can do little to encourage or stop his development.

T F 3. Five-year-olds cannot tie their shoes.

T F 4. The pre-schooler can answer the telephone and take verbal messages.

T F 5. The five-year-old is beginning to respect the rights and property of others.

T F 6. Most five-year-olds know the difference between boys and girls.

T F 7. By five years of age, a child should be able to substitute words for actions.

T F 8. Five-year-olds have not begun to conform to their parents' standards for behavior.

T F 9. When you are emotionally upset, the best thing to do is to keep your feelings to yourself.

T F 10. Friends should always remain friends, even if their interests change.

T F 11. A good leader should not listen to the ideas of others.

T F 12. The friends a teenager chooses can influence his future relationships with other people.

T F 13. Teenagers should be careful about being kind toward others for fear they may have their feelings hurt.

T F 14. The reproductive organs and glands start developing during the early teens.

T F 15. In the early teens, it is natural to show self-consciousness about learning new physical skills.

T F 16. It is natural to have problems with understanding your seventh grade friends.

T F 17. Seventh-graders are never argumentative.

T F 18. Our early relationships with others and their relationships with us are the basis for our later fears, dislikes, loves, and hates.

T F 19. Attitudes are important because they determine actions and behavior.

GO ON TO THE NEXT PAGE.

T F 20. No race of people is more intelligent or learns faster than any other.

T F 21. The financial resources of a family should have no effect on a teenager's desires and demands.

T F 22. What is a necessity in one family may be a luxury in another.

T F 23. When people have problems that they cannot solve, they have the right to receive help from community service agencies.

T F 24. Some families with problems must receive outside help in order to solve their problems, while other families do not need it.

T F 25. Assistance can be given by the community agencies to families but not to individuals who have problems.

T F 26. Law enforcement agencies are more interested in punishing people than in helping them.

T F 27. The local department of health has nothing to do with sanitation control and sewage and water control.

T F 28. The local department of welfare can help people find assistance from other sources as well as providing food, clothing, and financial help.

T F 29. The Ohio State Employment Service can help a person find a job.

T F 30. Community social services are for both poor and rich people who need help.

THE END. PLEASE SIT QUIETLY WHILE THE OTHERS ARE FINISHING. YOU MAY READ OR STUDY IF YOU DO NOT DISTURB THE OTHER STUDENTS.

APPENDIX I
PART Va
Observation Form

Teen Tutorial Project - Teen Tutor Classroom

Date________________ Activity____________________________ Activity Number____________

Place of Activity__________________________________ Time: _____A.M. _____P.M.

Observer_____________________________ Time Activity Began___:___ Ended___:___

Number of Teen Tutor Boys_____ Girls_____

Team Members Involved____

Purpose: ____

____

____

I. How effective is the teacher(s) in working with the Teen Tutors?

1___Very effective

2___Effective

3___Fairly effective

4___Ineffective

A. How did the teacher(s) conduct the activity?

B. What enhanced the effectiveness?

C. What hindered the effectiveness?

II. To what extent are the Teen Tutors motivated by the activity? (If the same for both boys and girls, use a check (✓). If different, put a G beside the appropriate one for girls and a B beside the appropriate one for boys.)

1___Highly motivated

2___Motivated

3___Somewhat motivated

4___Not motivated

A. How was the Teen Tutor motivated?

B. What enhanced the motivation?

C. What hindered the motivation?

III. What is the overall "climate for learning"?

1____Excellent
2____Good
3____Fair
4____Poor

A. Comments on question.

B. What enhanced the climate for learning?

C. What hindered the climate for learning?

IV. Observations on situations in the classroom in which change (positive or negative) occurs or may occur in future observations. Especially note any significant situations affecting the whole class, an individual, or a work group.

Resumé of activity:

Evaluation of activity:

APPENDIX I
PART Vb
Observation Form

Teen Tutorial Project - Kindergarten Classroom

Date____________________ Activity________________________________ Activity Number__________

Place of Activity____ Time: ______A.M. ______P.M.

Observer____ Time Activity Began___:___ Ended___:___

Number of Teen Tutor Boys____ Girls____ Number of Kindergarten Boys____ Girls____

Team Members Involved____

Purpose____

____

____

I. How effective are the Teen Tutors in working with the Kindergarteners?

1____Very effective	A. How did the Teen Tutor(s) conduct the activity?
2____Effective	
3____Fairly Effective	B. What enhanced the effectiveness?
4____Ineffective	
	C. What hindered the effectiveness?

II. To what extent are the Teen Tutors motivated by the activity? (If the same for both boys and girls, use a check (✓). If different, put a G beside the appropriate one for girls and a B beside the appropriate one for boys.)

1____Highly motivated	A. How was the Teen Tutor motivated?
2____Motivated	
3____Somewhat motivated	B. What enhanced the motivation?
4____Not motivated	
	C. What hindered the motivation?

II. (cont'd.) To what extent are the Kindergarteners motivated by the activity? (If the same for both boys and girls, use a check ( ). If different, put a G beside the appropriate one for girls and a B beside the appropriate one for boys.)

1___Highly motivated

2___Motivated

3___Somewhat motivated

4___Not motivated

A. How was the Kindergartener motivated?

B. What enhanced the motivation?

C. What hindered the motivation?

III. What is the overall "climate for learning"?

1___Excellent

2___Good

3___Fair

4___Poor

A. Comments on question.

B. What enhanced the climate for learning?

C. What hindered the climate for learning?

IV. Observations on situations in the classroom in which change (positive or negative) occurs or may occur in future observations. Especially note any significant situations affecting the whole class, an individual, or a work group.

Resumé of Activity:

Evaluation of Activity:

APPENDIX I

PART VIa

Student's Name________________________

Subject Number
Columns 77 78 79

Teacher
Column 76
1____Ingledue
2____Dean
3____Goodwin
4____Telego

Teen Tutor Teachers' Evaluation of Change in Teen Tutors

Circle the number of the reply that best describes your opinion of this student's change.

Do you think this student has:	Yes, definitely	Yes, probably	No, probably not	No, definitely not
1. developed an increased awareness of individual differences in children?	1	2	3	4
2. an increased understanding and knowledge of the importance of social relationships in the maturing process?	1	2	3	4
3. an increased knowledge of the effects of social and emotional deprivation on young children?	1	2	3	4
4. developed a relation of self at present to the past and the future?	1	2	3	4
5. developed an understanding of self and the use of self in relating to others?	1	2	3	4
6. developed an awareness of parents as people witn problems and recognized the parenting role as it relates to self?	1	2	3	4
7. developed an awareness of community services available to families and children and the responsibility for participation in the provision of services?	1	2	3	4
8. a. increased his ability to communicate verbally and non-verbally with pre-school children?	1	2	3	4
b. . . . with peers?	1	2	3	4
c. . . . with adults?	1	2	3	4
9. acquired a knowledge of similarity to other races and cultures?	1	2	3	4

10. developed an acquaintance with kindergarten level literature, games, and activities and the use of these to improve skills? 1 2 3 4

Has the use of the Teen Tutors in the kindergarten program:

11. provided this student with an opportunity to gain a sense of self-worth, a new sense of responsibility? 1 2 3 4

12. enabled him to observe the teacher-learning process so that he could find out how young children learn and how teachers help five-year-olds to further their learning? 1 2 3 4

13. reinforced his learning from classwork and from structured observations? 1 2 3 4

14-15. In what area (listed above 1-13 would you say this student has gained most during the project?__________(Write the number in the space provided. It may be hard to decide in some cases, but select the area in which he has grown most of all.)

16-17. In what area has he grown the least?__________

18. Write on the back sides of these sheets any kind of comments you desire to make about the change in this student. Attach additional sheets if you so desire. Write as much or as little as you have to say about this student.

APPENDIX I

PART VIb

Student's Name________________________________

Subject Number
Columns $\overline{77}\ \overline{78}\ \overline{79}$

Teacher
Column 76
1____Ingledue
2____Dean
3____Goodwin
4____Telego

Kindergarten Teachers' Evaluation of Change in Teen Tutors

Circle the number of the reply that best describes your opinion of this student's change.

	Yes, definitely	Yes, probably	No, probably not	No, definitely not
Do you think this student has:				
1. developed an increased awareness of individual differences in children?	1	2	3	4
2. an increased knowledge of the effects of social and emotional deprivation on young children?	1	2	3	4
3. developed a relation of self at present to the past and the future?	1	2	3	4
4. developed an understanding of self and the use of self in relating to others?	1	2	3	4
5. increased his ability to communicate verbally and non-verbally with preschool children?	1	2	3	4
6. developed an acquaintance with kindergarten level literature, games, and activities and the use of these to improve skills?	1	2	3	4
Has the use of the Teen Tutors in the kindergarten Program:				
7. provided this student with an opportunity to gain a sense of self-worth, a new sense of responsibility?	1	2	3	4
8. enabled him to observe the teacher-learning process so that he could find out how young children learn and how teachers help five-year-olds to further their learning?	1	2	3	4

9. reinforced his learning from classwork and from structured observations? 1 2 3 4

10-11. In what area (listed above 1-9) would you say this student has gained most during the project?____(Write the number in the space provided. It may be hard to decide in some cases, but select the area in which he has grown most of all.)

12-13. In what area has he grown the least?_____

14. Write on the back sides of these sheets any kind of comments you desire to make about the change in this student. Attach additional sheets if you so desire. Write as much or as little as you have to say about this student.

Student's Name____________________________
Subject
Subject Number
Columns 77 78 79

Teacher
Column 76
1____Ingledue
2____Dean
3____Goodwin
4____Telego

Kindergarten Teachers' Evaluation of Change in Kindergartners

Circle the number of the reply that best describes your opinion of this student's change.

	Yes, definitely	Yes, probably	No, probably not	No, definitely not
As result of tutorial assistance, has this child:				
1. developed well in the use of communications skills?	1	2	3	4
2. shown creative and imaginative approaches to activities?	1	2	3	4
3. been stimulated intellectually?	1	2	3	4
4. shown affection and a more favorable self-image?	1	2	3	4

5-6 In which of the above areas has this child grown the most during the project? ________ (Write the number in the space provided. It may be hard to decide in some cases, but select the area in which he has grown most of all.)

7-8 In which area has he grown the least?________

9. Write on the back side of this sheet any kind of comments you desire to make about the change in this student. Attach additional sheets if you so desire. Write as much or as little as you have to say about this student.